MARINE CORPS UNIVERSITY

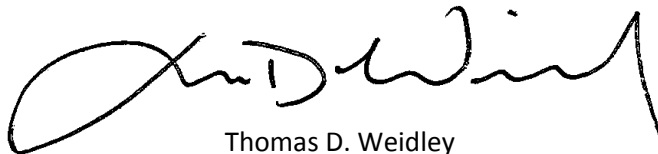Academic Regulations

Disclaimer

This publication is to be used as the primary source for quoting Marine Corps University policy. All previous versions of academic regulations within the Marine Corps University/Education Command Staff Regulations (MCUEDCOMO 1000.1B) are obsolete. To supplement explanation of some policies, selected portions of policies and philosophies from other applicable documents, directives, and publications have been referenced and added as appropriate. Furthermore, operating procedures of individual schools and affiliated support establishments may expound on those mentioned in this publication and should be referenced to provide the reader with a complete understanding of how Marine Corps University policies and procedures may influence more specific guidance. For example, the College of Distance Education and Training (CDET) maintains unique operating requirements related to its distance education programs and employment of adjunct faculty, which may not be mentioned in this publication. Readers interested in more specific information about CDET should consult its policies and procedures.

Foreword

Welcome to Marine Corps University. You are now part of the unique learning experience known as Professional Military Education (PME). We pride ourselves with having a distinguished group of educators and administrators charged with developing and inspiring leaders of Marines, and who are dedicated to providing a cohesive and effective learning environment for our students. We also value the distinct opportunity to interact with an exclusive blend of students—seasoned Marines, international military officers, and employees from various government agencies.

These regulations promulgate the academic policies and procedures for military and civilian faculty, staff, and students. All Marine Corps University personnel should familiarize themselves with the regulations herein, and continually review them in order to develop, deliver, and evaluate internal policy and processes that will aid in implementing quality PME curricula and support the University's Strategic Plan. Recommendations for changes to these policies and procedures are invited and should be submitted, via the appropriate chain of command, to the Vice President for Academic Affairs for consideration. Furthermore, I encourage you to become familiar with the applicable overarching directives, instructions, and other publications that are referenced throughout this publication and may be accessible through the University's website.   Lastly, I encourage you to peruse the publications of your specific educational program for more specific information related to the academic regulations herein.

Our success in providing and being accountable for the quality education we promise our students depends largely on adhering to the policies and procedures that we have established. *Semper Fidelis*.

Thomas D. Weidley
Commanding General, Education Command
President, Marine Corps University

Effective Date:
October 31, 2013

Introduction

The academic policy process instituted at Marine Corps University (MCU) is founded in sound educational practice supporting the achievement of our mission. The development and review of academic policies are guided by published policies of the Federal Government, the Department of Defense, the Department of the Navy, and the United States Marine Corps, including policies governing local jurisdiction as dictated by Marine Corps Base Quantico and external accrediting bodies (SACSCOC and PAJE). MCU's internal policy adoption or revision process engages the entire University community through a substantive and iterative staffing process of development, review, guidance, revision, and approval that occurs face-to-face and electronically through the chain of command. On approval, all academic policies are published and disseminated through the appropriate University publication and made available publicly on the MCU website.

In addition to this publication, academic policies or portions thereof are contained in the following University publications: *Faculty Handbook*, *Student Handbook*, *Catalog,* and various other publications that portray information about the institution's educational programs produced by the Marine Corps War College, the School of Advanced Warfighting, Command and Staff College, Expeditionary Warfare School, the Enlisted Professional Military Education branch, and the College of Distance Education and Training, such as standard operating procedures and course catalogs. Periodic reviews of MCU publications occur annually or as required based on overarching guidance, recommendations from educational program reviews, and other recommendations from students, faculty, staff, and administrators that lead to enhancing the overall teaching and learning environment and improvement of student learning. Recommendations for revisions to the academic policies contained herein can be forwarded through the chain of command to the Vice President for Academic Affairs.

Contents

Chapter One
Master's Degree Admission Policy

1. <u>Purpose</u>. The purpose of this chapter is to define the admissions policy for the Command and Staff College (CSC), School of Advanced Warfighting (SAW), and Marine Corps War College (MCWAR) master's degree programs.

2. <u>Background</u>. Marine Corps University (MCU) is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award master's degrees. The CSC offers the Master of Military Studies; SAW awards the Master of Operational Studies; MCWAR offers the Master of Strategic Studies. MCU's masters' degree programs are seminar based programs that emphasize small faculty-to-student ratios, extensive student research and writing, and the development and demonstration of critical thinking. To receive one of the University's masters degrees, a student must be admitted into the applicable school or college, meet the degree program admission requirements, and earn an unremediated grade of B in every master's program course, to include electives. MCU upholds the highest standards in education with regards to its admission policies for its master's degree programs.

3. <u>Undergraduate Degree Requirement</u>. Individual college, school, and program admissions requirements can be found under their respective sections in the MCU Catalog. To be admitted to the Marine Corps CSC, SAW, or MCWAR master's degree programs, an individual must be selected to attend the respective course and all must hold a qualifying undergraduate degree (U.S. regionally or nationally accredited bachelor's degree or its equivalent). Any student who does not possess a U.S. regionally or nationally accredited bachelor's degree must demonstrate that their academic credentials are the equivalent of such a degree prior to admission into the degree program. All credits toward the University's master's degrees are earned through instruction offered by the University. Marine Corps University does not accept transfer credit from any institution.

4. <u>English Proficiency</u>**. Students admitted to any master's degree program are expected to speak and write English proficiently. International military students from non-English speaking countries must obtain a TOEFL score of 560/83 (Paper Based Test and Internet Based Test) prior to their selection for any of the degree programs.

5. <u>Deadlines</u>

   a. CSC. All students must demonstrate that they meet all admission requirements prior to the due date for applications into the Master of Military Studies program.

   b. SAW. All students must demonstrate that they meet all admission requirements prior to selection to SAW.

   c. MCWAR. All students must demonstrate that they meet all admission requirements prior to the first day of classes.

6. <u>Procedures</u>. The MCU Registrar will establish procedures for ensuring that admission requirements are met prior to selection for any degree program.

7. <u>Waivers</u>. Requests for waivers of any admission requirement or procedure will not normally be granted. Waiver requests must be in writing to the director of the applicable program and the Vice President for Academic Affairs (VPAA), and contain an explanation as to how the student's circumstances or credentials otherwise justify a waiver. If they concur, the decision of the director and VPAA will be final. Cases in which the director and VPAA do not concur will be forwarded to the President, MCU for decision.

8. <u>Student Rights and Responsibilities</u>. Once admitted, students attending MCU programs have certain rights afforded to them and responsibilities expected of them by virtue of their status as students. These rights and responsibilities are intended to contribute to their overall success and satisfaction in their academic and professional pursuits. Students are ultimately responsible for their success by fulfilling program requirements with due diligence and dedication to excellence. Student rights and responsibilities are enumerated in the *Student Handbook*.

9. <u>Records</u>. The MCU Registrar is the office of record for all documents relating to admission requirements. Directors will ensure that all admission records are forwarded to the Registrar for record keeping.

   a. <u>Protecting the security, confidentiality and integrity of student records</u>. As a federal military education institution, MCU must adhere to established federal and service policies and guidelines on records. Marine Corps University adheres to the guidelines of the Privacy Act of 1974 and applicable Department of Defense, Department of the Navy, Marine Corps regulations and MCU policy to protect the confidentially and integrity of student records. Though not mandated by law, MCU also complies with the basic tenets of the Federal Family Educational Rights and Privacy Act (FERPA). The MCU Registrar's office is the repository for student records. The Registrar will ensure that physical student records will be maintained in a safe and secure manner to prevent loss, unauthorized access, or unlawful release. The Registrar, in conjunction with the Director of Information and Educational Technology, will develop procedures to ensure that electronic records are securely created, stored, maintained and backed up to prevent loss, unauthorized access, or unlawful release.

   b. <u>Information Release</u>. The security and confidentiality of student records are central to the academic integrity of MCU. MCU is committed to protecting, to the maximum extent possible, the privacy rights of all individuals about whom it holds information, records, and files. Except as required or permitted by law, a student must authorize release of information pertaining to his or her educational record to a third party. Students must submit a release letter (with an original signature) to the MCU Registrar. The student must state what information to release and to whom the information may be released.

Chapter Two
Computation of Credit Hours

1. <u>Purpose</u>. The purpose of this chapter is to provide MCU guidance for the computation of contact hours and semester credit hours to be awarded for courses.

2. <u>Credit Hours</u>. All credits toward the University's master's degrees are earned through instruction offered by the University. Marine Corps University does not accept transfer credit from any institution. In order to serve students in the most consistent way possible, standardization is required in the computation of credit hours. To this end, MCU uses the federal definition of a credit hour as follows:

    a. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

    b. At least an equivalent amount of work as required outlined in item (a) above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

3. <u>Contact Hours</u>. The contact hour is the basic unit of attendance. Credit hours are computed using contact hours. The ratio between credit hours and contact hours depends on the type of coursework/ method of delivery and is defined as follows:

    a. Direct faculty instruction (e.g., lectures, seminars, films, exams, staff rides): One contact hour equals 60 minutes of scheduled direct faculty instruction [1:1], along with a minimum of two hours of Personal Study and Preparation Time (PSPT).

    b. Experiential learning activities (e.g., student decision exercises, war games, practical exercises): One contact hour equals 120 minutes of scheduled experiential learning [1:2].

    c. Directed research projects (e.g., the Independent Research Project (IRP) at the Marine Corps War College and the Master of Military Studies (MMS) paper at the Command and Staff College): one contact hour equals 180 minutes of scheduled research/mentoring time [1:3].

    d. Events such as research paper preparation as a requirement of a core or elective course, travel, social events, and administrative duties will not be included in the computation of contact hours.

    e. Non-credit blocks of instruction will not be included in the computation of total contact hours.

4. <u>Computation of Credit Hours</u>. Semester credit hours will be computed by dividing contact hours by 15, rounded to the nearest whole number using common rules for rounding. For example, if the number of seminar/lecture hours for a given course totals 40, this would equate to three credit hours (40 / 15 = 2.67 = 3.0 credit hours). Likewise, a 40-hour practical application exercise would equate to one credit hour (40 / 2 / 15 = 1.33 = 1 credit hour). Finally, 40 hours of directed research/mentoring would also equate to one credit hour (40 / 3 / 15 = 0.89 = 1 credit hour).

5. <u>Reporting</u>. Each MCU educational program will use Appendix A to submit an annual breakdown of its contact hour and semester credit hour breakdown for its current academic program no later than 1 May of each year to the University registrar. In order to ensure that the calculation of credit hours is consistent across the University, the Director, Academic Support Division will convene a panel to review all submissions and address any issues or inconsistencies. Once approved, the registrar will ensure the transcript generated for each of the MCU colleges and schools reflects the total number of semester credit hours, rounded to the nearest whole number, reflected in the report.

Chapter Three
Curriculum Review Process

1. <u>Purpose</u>. The purpose of this chapter is to provide guidance on the University's curricular content and review processes as they relate to policies and procedures contained in MCO 1553.4 (Professional Military Education), and policies of the Process for Accreditation of Joint Education (PAJE) and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This policy also provides direction for maintaining currency and relevancy of the Marine Corps PME Continuum as a standard representation of the PME requirements and curricula for the educational programs of officer and enlisted Marines.

2. <u>Curriculum Review Process</u>. The Curriculum Review Process (Appendix B) consists of four major components: Review and Maintenance of the Marine Corps PME Continuum; Curriculum Review Board; Course Content Review Boards; and, Assessment of Institutional Academic Outcomes. For quality assurance, the President, MCU may also prefer to conduct other types of curriculum review, such as a zero-based curriculum review, for all PME programs, which could alter the following process and procedures. The four major components of the standard Curriculum Review Process are as follows:

    a. <u>Review and Maintenance of the Marine Corps PME Continuum</u>

       (1) <u>Purpose</u>. The Marine Corps PME Continuum is examined by the PME Continuum Working Group, composed of the deans of academics or equivalent administrative faculty members and VPAA representatives. This group is responsible for defining and validating the PME Continuum across the Marine Corps by ensuring the currency, relevancy of rank-specific PME elements that must be included in the resident and non-resident curricula. Additionally, the PME Continuum Working Group serves as a method for all colleges and schools to interact with each other and share information to ensure that the PME Continuum is best served. This group may also identify and recommend policy changes pertaining to MCO 1553.4 (Professional Military Education). The PME Continuum Working Group will normally meet at the end of the academic year and prior to the MCU Off-site after proposed revisions to the Continuum have been identified. Alternatively, PME Continuum Working Group responsibilities may be fulfilled during the Curriculum Review Board process.

       (2) <u>Background</u>. The Marine Corps Officer PME Continuum was originally defined and published in 2010. In the process of defining the Continuum, the PME Continuum Working Group collected, consolidated, analyzed, and identified applicable PME requirements from a variety of resources and establishments (e.g., Office of Secretary of Defense; Chairman, Joint Chiefs of Staff; the Commandant of the Marine Corps; the Operational Forces; student and faculty survey feedback). Subsequently, these PME requirements were approved by the President, MCU and made foundational to curricula development for both resident and distance learning programs. Supplemented by the Marine Corps Professional Reading Program and classified according to Bloom's Taxonomy, the Marine Corps Officer PME Continuum, reflects the range of enduring and dynamic student learning outcomes and

professional capabilities expected of graduates at all levels of Marine Corps PME. The forthcoming Marine Corps Enlisted PME Continuum is being developed in the same manner.

(3) Definitions. The PME Continuum and curriculum development model for both officer and enlisted educational programs rests on the following definitions:

- Learning Area – A logical classification of course content according to subject matter areas or overarching themes.

- Program Outcome – A broad statement of a complex and multifaceted outcome intended for graduates to learn as a result of completing an educational program.

- Student Learning Outcome – A concise statement that describes what students are expected to learn as a result of completing a program or course of instruction. The statement begins with an action verb that indicates the desired level of learning (in accordance with accepted educational taxonomies) and corresponding type of assessment. The action verb is followed by an explanation of the specific subject matter to be learned. The assessment measure(s) associated with each Student Learning Outcome form the basis for student feedback and grading. Directors will publish policy that more specifically addresses student assessment, feedback and grading within their respective educational program.

- Educational Objective – A concise statement that describes what students are expected to learn as a result of an individual class or lesson within a program or course of instruction. Educational objectives are the subordinate elements that must collectively be learned to accomplish the broader expectations of a Student Learning Outcome. The statement begins with an action verb that indicates the desired level of learning (in accordance with accepted educational taxonomies) and corresponding type of assessment. The action verb is followed by an explanation of the specific subject matter to be learned.

(4) Procedure. Proposed revisions to the PME Continuum may also originate from various components of the Curriculum Review Process; in particular, changes may be identified and vetted during the conduct of Curriculum Review Boards. Proposed revisions affecting the PME Continuum will be submitted to the VPAA through the Director, Academic Support Division using the PME Continuum Change Template (Appendix C). The PME Continuum Working Group will convene, as necessary, to evaluate all proposed revisions using the data provided in the PME Continuum Change Template, to inform the Curriculum Review Board and the President, MCU. The President, MCU is the final approval authority for all modifications regarding the PME Continuum, and will update all academic programs and affiliated activities with any subsequent changes that, in turn, will help shape or be directly incorporated into the curricula.

b. Course Content Review Board (Program Level). During the academic year, each educational program utilizes its own internal academic program review and curriculum development process known as the CCRB, which is accomplished within the context of the mission and director's general educational guidance for the overall program. The educational program director determines the exact composition

of the CCRB that includes both faculty and administrators. Board membership is typically comprised of the director, dean of academics, course directors, and members of the teaching faculty.   VPAA representatives will attend CCRBs on a case-by-case basis in order to ensure accuracy of the curriculum review process and to capture best-practices. A CCRB is conducted for each major block of instruction or sub-course within a curriculum. Board participants analyze the data and feedback from student learning outcome assessments, periodic student and faculty course surveys, and surveys from graduates and their reporting seniors regarding the perceived relevance of the instruction presented in courses or subsequent lessons. Faculty members will also discuss the completed MCU Four Column Matrix (Learning Outcomes, Assessment Measures, and Summary of Results), to ensure that the data is accurately captured. Upon conclusion of the CCRB, directors will approve the completed Four Column Matrix to indicate what changes will be incorporated in the next iteration of the curriculum (see Appendix D).   Based on this analytical process, the faculty determines whether existing academic content should be maintained, revised, or deleted, or if new material should be added to the curriculum, thereby ensuring its content, quality, and effectiveness. Directors will ensure a record of the CCRB proceedings is documented and forwarded annually with the Director's Report to the Director, Institutional Research, Assessment, and Planning (IRAP). The record shall include the educational program directors' decisions and recommendations relevant to modifying the curricula identifying any substantive changes that may be needed in accordance with the SASCOC policy "Substantive Change for Accredited Institution," based on analyses of the data related to student achievement of the approved learning outcomes conducted by the faculty and administrators. More information on the CCRB can be found in Chapter Four (Institutional Effectiveness and Institutional Research).

    c. <u>Annual Assessment of Institutional Academic Outcomes</u>**.** The IRAP director works closely with the Academic Support Division and each educational program director to assist them in developing assessment measures for column two of the MCU Four Column Matrix. In addition, the IRAP director designs surveys for course evaluation as well as surveys of graduates and reporting seniors of graduates. Annually, the IRAP director presents the President, MCU a statistical analysis of each program's completed MCU Four Column Matrix, focusing on a discussion of student success with mastering the CRB-approved learning outcomes. This Annual Assessment Report for the president captures student mastery of learning outcomes, survey results, and approved changes to subsequent iterations of the curricula. Refer to Chapter Four for detailed information on data collection and analysis related to institutional effectiveness.

    d. <u>Curriculum Review Board (University Level)</u>

      (1) <u>Purpose</u>. The Curriculum Review Board (CRB) is the formal University oversight mechanism to direct long-range strategic planning, coordination and approval of academic programs, and to evaluate the integration and progression of academic curricula within the PME Continuum. Course content and assessment data related to the achievement of established student learning outcomes are reviewed biennially to ensure a progressive, systematic building-block approach is utilized throughout resident and distance education curriculum development. Additionally, curricula are evaluated for adherence to mandated PME requirements, the needs of the Marine Corps, and the accreditation policies of the PAJE and SACSCOC, as well as to ensure correlation between the various educational

programs and academic rigor. Specific responsibilities and requirements of the conduct of the CRB are outlined below.

(2) Responsibilities

a. Review curricula to assess academic rigor, adherence to the PME Continuum, and accomplishment of student learning outcomes. Provide curricula recommendations to the President, MCU for approval.

b. Review major, new education program initiatives and significant curricular changes to ensure they have defined, measurable course learning outcomes that support the established PME Continuum. Refer to Chapter Five for the MCU Substantive Change Policy.

c. Ensure appropriate educational assessment measures are instituted to validate learning outcomes and ensure student learning.

d. Recommend the most effective education resource allocation to meet requirements of the PME Continuum within the MCU curricula.

e. Serve as a body to present problematic or irreconcilable PME and academic issues, with recommendations for solutions, to the President's Planning Council (see Chapter Five).

(3) Requirements

a. Chairmanship. The President, Marine Corps University, is responsible for all PME educational programs at the University. The President is the convening authority for the CRB and is the final decision-making authority. The President shall chair each biennial curriculum review board wherein each school, college, and academy submits its curriculum for approval.

b. Presentation Format. Directors presenting curricula for biennial approval, and schools proposing changes to their curricula, outside of the regularly scheduled biennial review are required to utilize the presentation template for CRBs provided by the VPAA.

(4) Procedure.

a. A CRB will be convened biennially for each educational program. Exact dates will be determined by the President's Planning Council.

b. A CRB may also be convened whenever a significant proposed change to the previously approved learning outcomes and assessment measures must be reviewed and approved by the President, MCU prior to being incorporated by the educational program. Likewise, proposed revisions to the PME Continuum and newly mandated PME requirements may require a CRB to be convened, as academic program curricula would likely be affected by such changes.

c. Board members will evaluate academic programs for approval, to include curricular elements used to complete the MCU Four Column Matrix, which focuses on Learning Outcomes,

Assessment Measures, Summary of Results, and Use of Results. The following six program areas (subject to change depending on the circumstances) will be reviewed during a CRB:

1. Program Overview: a graphic depiction of the academic year, and program outcomes.

2. Curriculum Overview: student learning outcomes, core courses, lessons, electives, contact hours, semester credit hours, changes to the curriculum and assessment from the previous CRB, and columns one and two of the MCU Four Column Matrix completed (see Appendix D).

3. Administrative Data: degree awarded, prerequisites, student data, and faculty and staff data.

4. Budget

5. Current Issues and Future Plans

6. Curriculum Map (linkage of blocks of instruction or courses within the curriculum to student learning outcomes)

d. A detailed record of the Board's proceedings will be captured and maintained by the Director, Academic Support Division.

(5) Membership. The Marine Corps University CRB is a body of 16 standing members, civilian and military. Faculty members and deans are also expected to attend CRBs, as well as other subject matter experts and external stakeholders, for the purpose of enhancing MCU's process of shared governance. The 16 standing members are:

a. President, Marine Corps University

b. Vice President for Academic Affairs

c. Vice President of Distance Learning

d. Chief of Staff, Marine Corps University

e. Director, MCWAR

f. Director, CSC

g. Director, SAW

h. Director, EWS

i. Director, EPME

j. Chair, Faculty Council

k. Director, Center for Advanced Operational Culture Learning

l.   Director, Lejeune Leadership Institute (non-voting)

m.   Director, Institutional Research, Assessment, and Planning (non-voting)

n. Director, Gray Research Center and History Division (non-voting)

o. Director, Library of the Marine Corps (non-voting)

p. Director, Academic Support Division (non-voting)

q. Vice President of Student Affairs and Business Operations (non-voting)

(6) Administrative Process. Biennial curriculum approval, curriculum change proposals, or PME Continuum changes must be vetted through the Curriculum Review Board utilizing either the required CRB presentation template provided by the VPAA or the PME Continuum Change Template (Appendix C). Curriculum changes that require vetting include any changes in the curricula that affects the PAJE or SACSCOC accreditation, ACE recommended credits, JPME requirements (faculty/student ratios and service mix, faculty qualifications, required learning areas, etc.), substantial MCU resources, or changes to the PME Continuum that affect the student learning outcomes of the curricula. The Curriculum Review Board must vet all such proposals prior to implementation by educational program directors. Administrative faculty (deans of academics or directors) will submit all change proposals to the VPAA through the Director, Academic Support Division. The complete biennial review CRB package will include all change proposal forms and the CRB presentation to be viewed at the CRB. The University recognizes electives offered at CSC vary from year to year, depending upon the expertise of the available faculty. Consequently, changes in elective course titles or materials from year to year do not constitute a significant change to the overall CSC program and do not require vetting through the CRB.

a. Responsibilities of the Director or Dean of Academics. The appropriate director or dean of academics will review submission packages related to the biennial approval of curriculum, PME Continuum change, or curricular change affecting the educational program. Once complete, the director or dean forwards the electronic copy of the presentation to the Director, Academic Support Division at least five working days prior to the convening date of a CRB.

b. Responsibilities of the VPAA. Upon receiving the electronic forms and/or copy of the presentation related to the biennial approval of curriculum, PME continuum change, or curricular change affecting the educational program, the Director, Academic Support Division ensures that the package is complete and schedules the presentation of the proposal to the CRB. A VPAA representative will disseminate electronic copies, along with the time and location of the meeting, to the members of the CRB for advanced review and consideration prior to the convening date of the CRB. A VPAA representative will also serve as a scribe for all CRB meetings, and attend to the administrative matters associated with the Board's business operations. Meeting minutes will be kept on file in the office of VPAA.

Chapter Four
Institutional Effectiveness and Institutional Research

1. <u>Purpose</u>. This chapter provides guidelines and procedures for Institutional Effectiveness (IE) and Institutional Research (IR) evaluation and planning processes for Marine Corps University (MCU).

2. <u>Background</u>. The purpose of the IE and IR processes at MCU is to support the mission, vision, purposes, and goals of MCU to enhance the quality of education. This requires a systematic examination of all goals and objectives, assessment of outcomes, dissemination of information, and use of results by decision makers. The information obtained through the IE and IR processes is valuable for MCU accountability to higher headquarters, the Board of Visitors (BOV), accreditation organizations such as the SACSCOC and the PAJE, and other external agencies. Additionally, the IE and IR processes play an important role in the conduct of budget reviews, strategic planning, and University level reporting, such as, at the Executive Steering Committee (ESC), President's Planning Council (PPC), Curriculum Review Boards (CRB), and other MCU decision-making bodies. The administrative unit charged with the IE and IR functions for MCU is the Office of Institutional Research, Analysis and Planning (IRAP).

3. <u>IE and IR Philosophy at Marine Corps University</u>**.** IE and IR are integral elements in ensuring high-quality education is provided throughout the University. The IRAP director will coordinate the University efforts in this regard. While the majority of the IE and IR efforts will be centralized at the University-level, data collection and analysis directed at the specifics of the curriculum will be provided to the individual schools. The implementation of IE and IR procedures and activities will also include administrative and educational support units under each vice president, the Gray Research Center and History Division, the Lejeune Leadership Institute, the Center for Advanced Operational Culture and Learning (CAOCL), and the National Museum of the Marine Corps (NMMC). In the distributed mode, the IRAP director will maintain University oversight to include access to all data, whether generated by IRAP or collected by the schools and the administrative and educational support units (AES units). The data collection, analysis of data, and reporting on the details of effectiveness of schools and AES units will be conducted by each school/unit with the assistance of IRAP, as needed. Schools and AES units will submit an annual assessment report (Appendix E and Appendix F) at the end of the academic year as outlined in paragraph six to IRAP for consolidation and forwarding to the President, MCU. At the University level, data collection and analysis will focus on University goals and objectives, overall University effectiveness, and accomplishment of student learning and administrative and educational support outcomes. Specific duties and responsibilities for University personnel are described in paragraph seven.

4. <u>Core Indicators of Institutional Effectiveness</u>**.** To assess the effectiveness of the University in accomplishing its educational goals and outcomes, a set of indicators of effectiveness is required to provide unity of effort. As shown below, the basic framework for the MCU core indicators consists of four broad areas, specific indicators in each area, and the proponent(s) responsible for assessment. The indicators will be routinely measured to help determine the health of the University using those

measures listed in paragraph five. When possible, multiple means of assessment will be utilized for each indicator to allow for a convergence of evidence and ensure complementary data sets are established for verification and reliability. The four areas are:

a. Academic Programs

(1) Student enrollment and graduate totals (MCU Registrar)

(2) Student achievement of CRB-approved student learning outcomes (Individual Schools)

(3) Student satisfaction with academic courses and programs (Individual Schools, IRAP)

(4) Faculty satisfaction with academic courses and programs (Individual Schools, IRAP)

b. Services, Support, and Resources

(1) University is properly staffed to accomplish its mission (MCU Personnel)

(2) University is properly resourced to accomplish its mission (MCU Finance, Logistics/Supply)

(3) Student, faculty, and staff satisfaction with support and services (Individual Schools, AES units, IRAP)

(4) Administrative and educational support unit accomplishment of AES unit review board approved outcomes (Individual AES Units)

c. Perception and Customer Satisfaction

(1) Identification of customer needs and expectations (Individual Schools, AES units, IRAP)

(2) Customer satisfaction with graduate's skills/performance (Individual Schools, IRAP)

(3) Perception and understanding of MCU (Individual Schools, AES units, IRAP)

d. Organizational Quality

(1) Faculty and staff professional development and enrichment programs (Individual Schools, MCU Academic Support)

(2) Organizational climate (IRAP)

5. IE and IR Instruments. MCU uses a variety of internal and external evaluation instruments and procedures to conduct the IE and IR process.

a. Internal evaluation instruments used to measure effectiveness and assess educational programs at MCU include:

(1) Student Critiques. Students will complete critiques to evaluate the content of instruction, to determine how well instruction is presented, and to measure the quality of reading and reference

materials assigned. Additionally, students will complete an end-of-course assessment of overall satisfaction of educational programs. Student focus groups are also used to augment the ongoing quantitative data collection used to gather student feedback.

(2) University Student, Faculty, and Staff Surveys. The students, faculty, and staff will be administered an annual survey that addresses University-wide issues. Topics will include support services, organizational quality, professional development, and general education topics.

(3) Course Content Review Board (CCRB). As part of outcomes assessment at MCU, the schools, colleges, and academies will convene an internal CCRB to serve as the forum for recording information and making recommendations to improve the effectiveness and efficiency of each schoolhouse's curriculum. The CCRB is a formal meeting with representation from the student body, faculty, subject matter experts, and school administrators who are knowledgeable of the instructional program and its implementation. A more detailed explanation of the CCRB is found in subparagraph 6a.

(4) Academic and Administrative and Educational Support Annual Assessments. Schools and AES Units will submit an annual assessment to the IRAP director no later than 15 June of each academic year. The report must include a completed MCU Four Column Matrix (see Figure 2-7). This report will be used to assess the effectiveness of the academic and administrative and educational support programs. A more detailed explanation of requirements for this annual assessment report can be found in Chapter Four.

b. External evaluation instruments and procedures used to measure effectiveness and assess educational programs and graduate job performance data are as follows:

(1) Graduate (Alumni) Surveys. Questionnaires will be administered biennially to recent graduates to determine the relevance of the curriculum and preparation of the graduate for subsequent assignments.

(2) Reporting Senior (Supervisor) Surveys. Questionnaires will be administered biennially to supervisors of recent graduates to determine if the curriculum equipped the graduate(s) with requisite knowledge and skills to successfully perform job duties in assignments within the Operating Forces or in the joint arena.

(3) External Scan of Senior Leaders. Visits and telephone conversations with senior officials of the Marine Corps or DoD provide input addressing program outcomes and objectives, course content, methodologies, overall effectiveness and relevancy to graduates' current assignments.

(4) Data Compiled Through the Use of Personnel Databases. Variables from these sources include fields such as promotions, school selections, job assignments, job performance, etc.

(5) Feedback from the Operating Forces and the Joint Arena. Feedback from Commanders in the Operating Forces or in the Joint Arena may be solicited through telephone conversations or field study visits.

6. Procedures**.** The integration of data from a wide variety of sources will be used to assess the overall health of the University. When possible, data and information will be collected from multiple direct and indirect sources to allow for a more complete analysis.

    a. Course Content Review Board. As previously described, the CCRB is the basic internal review system utilized by each educational program for schoolhouse-level analysis of the effectiveness of its curricula. This structured process is used to make curriculum modifications based on assessment of student accomplishment of CRB-approved learning outcomes, faculty recommendations, or guidance received from higher headquarters. A CCRB is conducted for each major block of instruction or sub-course within a curriculum. The educational program director determines the exact composition of the CCRB. The majority of the data considered in a CCRB comes from learning outcome assessment data, student critiques, and faculty input. Additional sources of information are inputs from the operating forces, graduate surveys, and reporting senior surveys. A record of proceedings of CCRBs, including the respective director's decisions related to course improvements, is maintained by each school. The main tool which shall be used for CCRB deliberations is the MCU Four Column Matrix and Annual Assessment Report (see Appendix D and E). Schools will utilize the Four Column Matrix, as modeled in the Curriculum Review Board process, to present, analyze, and record their data/recommendations at the CCRB. Each unit is able to adjust and improve programming on a continuous basis in response to the assessment and feedback received. Any changes and the results of those changes are tracked and documented through the MCU Four Column Matrix process. Educational program directors will submit records of CCRB proceedings annually to the IRAP director along with their Director's Report.

    b. Annual Assessment. This process provides an assessment of institutional performance as it relates to each school and AES unit. Schools and AES units must plan and conduct IE assessments in order to provide a complete examination of University functions.

        (1) Creating the IE assessment plan. When developing its IE assessment plans, schools and AES units establish outcomes to support the MCU mission and purpose (first column of the MCU Four Column Matrix).

                a. Academic programs will populate column one of the MCU Four Column Matrix with CRB-approved Student Learning Outcomes for each major block of instruction of the curriculum. AES Units will populate column one on the MCU Four Column Matrix with AES Review Board approved Outcomes.

                b. Each school and AES unit must determine what types of measures of effectiveness and success criteria will be used to assess accomplishment of Student Learning Outcomes for academic units or accomplishment of unit goals for AES units (column two of the MCU Four Column Matrix).

                c. Academic programs will assess student accomplishment of CRB-approved Learning Outcomes by focusing on objective data gleaned from examinations, student research projects, practical application exercises, rubrics, etc. MCU surveys may also generate some subjective data related to the overall effectiveness of educational programs, customer satisfaction, as well as specific information on facilities, support, and services. However, objective data is more compelling proof of accomplishment of

outcomes and goals.

       d. An IE plan will be developed at the start of the academic year. Schools will utilize the CRB-approved Student Learning Outcomes (column one of the MCU Four Column Matrix) and Assessment Measures (column two of the MCU Four Column Matrix) for the IE plan. AES Units will utilize the AES Review Board approved Outcomes (column one of the Four Column Matrix) and Assessment Measures (column two of the MCU Four Column Matrix) for the IE plan (see Appendix E and Appendix F). A summary of the results of student accomplishment of CRB-approved Learning Outcomes or AES units' accomplishment of stated outcomes (column three of the MCU Four Column Matrix) and use of results of data collection and analysis to incorporate process improvement (column four of the MCU Four Column Matrix) must be completed and submitted in the Annual Assessment Report by 15 June of each academic year.

       e. <u>Completing the Annual Assessment Report</u>. The Annual Assessment Report, consisting of the compiled MCU Four Column Matrices and the Directors' Reports, is the primary vehicle used to record policy changes, curriculum modifications, and other decisions that impact a program. They must be reviewed in subsequent assessments to track results of assessment, any changes instituted, and the subsequent results of the change. The Annual IE Report consists of completed Four Column Matrices and comments, as necessary. The IRAP director will collect and consolidate the reports from the schools and administrative units to develop a comprehensive assessment document for the University. Additionally, the IRAP director will collect data from other sources relating to the effectiveness of the University. Trends across the University, as well as documentation of change and the results of any changes, will be of special note. Resource shortfalls and any other issues impacting educational programs will also be highlighted.

    c. <u>MCU Four Column Matrix</u>. A major component of the Annual Assessment Report is the MCU Four Column Matrix. Schools complete and submit the MCU Four Column Matrix (example provided at Appendix D) for each major sub-course of a program of instruction. AES Units complete and submit the MCU Four Column Matrix (example provided at Appendix G). Appendix H provides a template for the types of questions and information that the Four Column Matrix is designed to convey. The MCU Four Column Matrix is completed and submitted to IRAP as part of the Annual Assessment Report by 15 June of each academic year.

    d. <u>IRAP Assessment</u>. The IRAP director will report annual assessment results to the President, MCU, via the VPAA no later than 15 August of each year. Periodically, special studies, program evaluations, and/or other data collections may also be conducted and reported by IRAP.

    e. <u>Curriculum Review Board</u>. As a member of the CRB, the IRAP director will utilize the proceedings and documentation of the CRB as one of the multiple measures of Institutional Effectiveness. Policies and procedures for the CRB are covered in Chapter Three.

    f. <u>Administrative and Educational Support Review Board</u>. Biennially, unless there is a change to an outcome, each Administrative and Educational Support Unit will conduct a formal review and present its

Outcomes to the AES Review Board for approval. The AES Review Board will ensure the AES units establish specific outcomes that focus on the overarching goals and objectives of the University's Strategic Plan (see subparagraph 6g). Additionally, the AES Review Board will identify linkages, gaps, and impacts of the AES Units throughout the University. The AES Review Board is comprised of 15 standing members. Membership includes the chief of staff, vice presidents, deputy directors, Director of History Division/GRC, Director of the Lejeune Leadership Institute, Director of Institutional Research, Analysis and Planning, Director of CAOCL, Director of National Museum of the Marine Corps and the financial director.

g. Strategic Plan. The MCU Strategic Plan is the primary source document that defines the general direction of all University programmatic and developmental initiatives. The plan highlights the goals, objectives and action items the University will pursue over the next five years. Successful execution of the plan is based on advancement within the major functional areas, and serves as an indicator of IE. The President's Planning Council (PPC) reviews the University's progress and amends the Strategic Plan, as appropriate.

h. External Requests. Throughout the academic year, schools will receive requests from external sources wishing to conduct surveys to assess specific areas of interest. All such requests, regardless of originator, will be vetted through the IRAP director to ensure validity and applicability to the students at MCU and value to MCU and the Marine Corps.

7. Responsibilities

a. VPAA. The Vice President for Academic Affairs provides oversight of University IE and IR programs.

b. Director, IRAP. The Director of Institutional Research, Analysis and Planning reports to the VPAA and is responsible for the following:

(1) Data collection and analysis on the effectiveness of the University in fulfilling or achieving its stated mission or purpose.

(2) Ensuring that individual schools and colleges are properly performing assessment functions in order to measure student achievement of CRB-approved learning outcomes.

(3) Ensuring that Administrative and Educational Support (AES) Units are properly performing assessment functions in order to best support academic programs and the achievement of student learning outcomes.

(4) Providing technical advice and procedural guidance for the development, assessment and administrative management of the University-level institutional research program.

(5) Preparing the annual assessment report that analyzes data collected during MCU annual surveys, reporting senior surveys, curricula assessment, and all school and AES Unit IE assessments and external sources.

(6) Advising the President, MCU on institutional research issues.

(7) Serving as a member and advisor to the PPC to incorporate institutional research and assessment findings in University decision-making.

c. <u>Educational Program Directors</u>. All educational program directors and the Director, Enlisted Professional Military Education (EPME) will:

(1) Establish an institutional effectiveness plan or program, and designate an IE and IR Coordinator as the POC for assessment processes and reporting.

(2) Submit to the Director, IRAP an annual assessment report (Appendix E) including the completion of a MCU Four Column Matrix for each major sub-course of the curriculum, no later than 15 June of each academic year.

(3) Use questionnaires to survey, assess, and document internal and external evaluation.

(4) Regularly conduct CCRBs and provide copies of the meeting minutes, with an emphasis on changes regarding course improvements, to VPAA.

(5) Utilize results of the CCRB to improve curricula delivery and improve the IE and IR process.

(6) Chronicle evidence of program improvements by continually documenting curriculum changes and the results from these changes, which will be included in the annual Director's Report.

(7) Participate in a biennial Curriculum Review Board for the college/school/academy in conjunction with the office of VPAA to ensure academic rigor and relevancy.

(8) Collect data related to the QEP as appropriate and present the data to the IRAP director for analysis of student improvement in support of the University's QEP.

d. <u>Administrative and Educational Support Units</u>. All MCU administrative and educational support units will:

(1) Account for Institutional Effectiveness (IE) through coordination with the IRAP director.

(2) Collect data related to the effectiveness of the section in accomplishing its stated goals and outcomes.

(3) Submit an annual assessment report to the Director, IRAP (Appendix F, G) to include a completed Four Column Matrix, no later than 15 June of the year.

e. <u>University Faculty</u>. Appropriate roles for faculty in the IE and IR process are:

(1) Select the appropriate assessment metric to evaluate the accomplishment of CRB-approved student Learning Outcomes.

(2) Develop, administer, grade, report, and maintain program examinations used to measure

student achievement of CRB-approved Learning Outcomes.

(3) Use assessment results to improve academic programs.

(4) Participate in the CCRB process to improve curricula content and delivery techniques based on assessment of student accomplishment of CRB approved learning outcomes.

Chapter Five
President's Planning Council

1. <u>Purpose</u>. This chapter describes the purpose, organization, policies, and procedures of the MCU President's Planning Council (PPC).

2. <u>Background</u>. The continued vitality of the University depends on the ability to anticipate change, conduct long-range planning, and monitor progress of the University's strategic plan, which is key to the growth of the University and serves as its roadmap for the future. The PPC is the mechanism by which the Strategic Plan is approved and reviewed. The PPC also serves as the principal policy body within MCU for the integration of planning, budgeting, and evaluation.

3. <u>Requirements</u>

    a. The PPC will approve the MCU Strategic Plan and review the progress of that plan annually.

    b. The PPC will annually review the University mission and vision statements.

    c. The PPC will provide the senior financial review for the University. The recommendations of the Executive Steering Committee comprised of the Vice President for Academic Affairs (VPAA), Vice President of Student Affairs and Business Operations (VPSABO), Vice President of Distance Learning (VPDL) and the MCU chief of staff will be presented to the PPC for review and decision.

    d. The PPC will advise and assist the President, MCU, in evaluating the overall effectiveness of MCU programs and operations and institutionalize a continuous planning and evaluation process. Planning and evaluation efforts will focus on educational programs, administrative units, education support services, financial planning, and facilities planning.

    e. The PPC will review and develop policies, and exercise oversight over all aspects of the academic and administrative evaluation processes of the University, ensuring the institutional effectiveness function is an integral part of the institution's processes.

    f. Generally, the PPC meeting topics are:

        (1) Annual Assessment Results

        (2) MCU budget for upcoming fiscal year

        (3) Review of mission, vision, and purpose statements

        (4) Strategic Plan progress review

(5) MCU budget mid-year review

(6) Facilities review

4. <u>Membership</u>

a. The membership of the PPC will consist of:

(1) President, Marine Corps University

(2) Chief of Staff, Marine Corps University

(3) Vice President for Academic Affairs

(4) Vice President of Student Affairs and Business Operations

(5) Vice President of Distance Learning

(6) Director, MCWAR

(7) Director, CSC

(8) Director, SAW

(9) Director, EWS

(10) Director, EPME

(11) Director, HD/GRC

(12) Director, NMMC

(13) Director, LLI

(14) Director, CAOCL

(15) Chair, Marine Corps University Faculty Council

(16) Chief Executive Officer of the Marine Corps University Foundation (Non-voting)

b. The IRAP director will serve as the recorder for the PPC.

5. <u>Agenda Items</u>**.** The meetings will be convened semi-annually or by direction of the President, MCU. The VPAA will call for agenda items prior to each meeting and the President, MCU will approve topics for the PPC. The PPC will determine items appropriate for submission to the MCU Board of Visitors for its review.

6. <u>Substantive Change Policy and Procedures</u>. The University has a responsibility to notify both of its accrediting organizations (the SACSCOC and the CJCS J7 for the PAJE) of any significant modification or expansion of the nature and scope of our academic programs or education support units. The VPAA has overall cognizance of the MCU Substantive Change Policy and will ensure that the directors of all education programs and administrative and education support units are aware of what constitutes a substantive change for both accrediting bodies. It is the responsibility of these directors to report any proposed changes that meet these requirements to VPAA. The venues for addressing these proposed changes and for ensuring that appropriate reporting requirements are met are CRBs and PPC meetings. Based on the recommendation of the PPC, the President, MCU will either approve or deny the proposed change. If approved, the VPAA will report the change to the appropriate accrediting body. Refer to the SACSCOC Policy Statement "Substantive Change for Accredited Institutions" and the Officer Professional Military Education Policy (OPMEP 1800.01) for further details.

Chapter Six
Faculty Development

1. Purpose. This chapter provides guidance on the orientation and continued professional development of MCU faculty members.

2. Background. A professional, well-educated faculty is key to the vitality of any educational institution. Therefore, MCU is committed to providing its faculty with high quality professional development experiences, made possible through learning opportunities created by the University administration and individual schools and colleges.

3. Initial Faculty Development. Newly assigned MCU faculty must understand the organization, policies, and procedures of both the University and the individual school prior to assuming educational responsibilities with students. MCU, individual schools and colleges, and new faculty members have responsibilities in preparation for classroom duties.

   a. University Responsibilities. Prior to the beginning of the academic year, and in coordination with individual schools, the Faculty Development and Outreach Coordinator (FDOC) will organize faculty orientation sessions for newly assigned personnel. Topics may include, but are not limited to:

      (1) University organization and points of contact.

      (2) Resources available to staff and students such as the Center for Strategic Studies, National Museum of the Marine Corps, History Division, Language and Culture Programs, Academic Chairs and Scholars, the Library of the Marine Corps, Marine Corps University Foundation, Lejeune Leadership Institute, and the Leadership Communications Skill Center.

      (3) Institutional Effectiveness/Institutional Research programs and policies, including the MCU Four Column Matrix and Writing and Seminar Contribution Rubrics.

   b. Individual School and College Responsibilities. Directors and deans will ensure that all new faculty members are well-prepared to execute all duties and responsibilities. New faculty orientation sessions, training courses, and teaching practicums at the school level will center on educational philosophy, techniques, policies, and procedures for that school/college. General topics for this development may include, but are not limited to:

      (1) School organization, policies, procedures, programs.

      (2) Curriculum development, delivery, assessment and revision.

      (3) Conference group and student organization techniques and procedures.

(4) Teaching styles and adult learning techniques.

Directors will document the completion all new faculty development requirements and will provide that information to the FDOC for tracking.

c. Individual Faculty Member Responsibilities. New faculty members have the responsibility to familiarize themselves with topics as prescribed for the developmental sessions at the University and school level. In doing so, new faculty members are required to participate in all formal, University-level faculty orientation sessions and school-specific new faculty orientation sessions, training courses, and teaching practicums. All individual faculty members are also responsible for developing and mastering the required teaching skills and techniques utilized at the individual colleges and schools, and fully leveraging the resources available to them.

4. Sustained Faculty Development**.** The continued development of faculty, both in their professional discipline and in general educational theory, is in the best interest of the faculty member and the University. The University, the colleges/schools, and the individual faculty member all share in this lifelong learning responsibility.

a. University Responsibilities. The University's FDOC is responsible for developing an annual program designed to enhance the teaching prowess of the University's faculty. Additionally the FDOC will develop opportunities for professional growth through coordinated efforts targeting faculty participation in various course-content specific conferences, workshops, public forums and on-line faculty learning communities. The University will sponsor faculty development sessions on educational topics applicable to all colleges and schools each calendar year. The dates and times will be coordinated to maximize faculty participation. In addition to these sessions, the Erskine Lecture Series and Constitution Day are recurring MCU developmental opportunities available to all faculty members. In addition, after five years of continuous service, the President, MCU may, on a case by case basis, grant faculty members time for professional enrichment through the University's Professional Development Off-site (PDO) program.

b. Individual School and College Responsibilities. Individual schools or colleges will maintain the quality of their faculty by devising tailored faculty development opportunities for their faculty members based on individual faculty needs, as well as the needs of the college or school. Typically, these opportunities will be specified in a developmental plan, agreed to by the faculty member and the supervisor, appropriately documented, and provided to the FDOC for tracking.   Examples of sustainment-related activities include faculty participation in:

(1) Battle Staff rides

(2) Professional conferences, seminars, and symposia

(3) Dedicated research time

(4) Peer developed "brown-bag" lunch seminars dedicated to current University research topics, faculty publications, and faculty areas of interest.

c. Individual Faculty Responsibilities. Individual faculty members have the primary responsibility to stay current with the requisite knowledge in their discipline and to become proficient in relevant and effective teaching techniques and activities. University and school faculty development programs are designed to assist faculty members in this endeavor. Faculty members are required to attend selected faculty development sessions, Erskine Lecture Series events, and Constitution Day, and are expected to participate in other faculty development events as they are offered. Additionally, faculty members are encouraged to conduct research and publish in their areas of expertise as means of professional development and promoting the University.

d. Service and Outreach

(1) Faculty shape their academic disciplines by participating in service activities with other PME institutions, civilian universities, and academic and scholarly organizations. Service activities include, but are not limited to, service on joint accreditation teams, editorial boards, boards of governors and trustees, subject matter expert advisory boards, and as external dissertation examiners, etc.

(2) Faculty participation in outreach activities is essential to their professional development. Through these activities, faculty members gain insight and knowledge in relevant issues and topics. Outreach activities include, but are not limited to, speaking engagements, research, conferences, etc.

5. Documentation. The FDOC is responsible for maintaining a master file on all formal, University-level faculty development sessions for each academic year. Schools will maintain a record of their specific faculty development efforts and forward a copy to the FDOC annually for University consolidation. The FDOC will summarize the annual efforts as part of command chronology for the VPAA.

Chapter Seven
Professional Development Off-Site Program

1. Purpose. This chapter establishes policy for granting Professional Development Off-site (PDO) opportunities at the MCU for Title 10 civilian faculty members hired in support of degree-granting programs.

2. Background

    a. After five years of continuous service to the University, full-time Title 10 civilian teaching faculty members in degree-granting programs are eligible for PDO leave. PDO leave will only be approved for professional enrichment that enhances faculty members' professional or educational skills. While the category of "sabbatical" leave is limited to the Senior Executive Service by Title 10, U.S. Code, similar opportunities can and should be afforded to selected MCU Title 10 professors under the auspices of the PDO program.

    b. PDO opportunities are intended to enhance the standard of academic excellence within the University. This developmental process is essential in keeping the faculty at the forefront of their respective fields while enhancing their credibility throughout the professional military educational community.

3. PDO Options. The President, MCU, upon the recommendation of the appropriate educational program director, has final authority to grant a PDO period of either six or twelve months. As a general rule, PDOs are granted for a six month period; one year PDOs, at half-salary, are granted only for compelling reasons. The standard six month PDO period may be taken incrementally (e.g., two, 3-month periods), on a case-by-case basis.

4. Procedures. Title 10 civilian faculty members hired in support of degree-granting programs and desiring a PDO opportunity must adhere to the following requirements:

    a. Professional Development Off-Site Periods. Off-Site periods are designated as fall semester (1 July - 31 December) and spring semester (1 January - 30 June). Deviations from these periods may be granted upon recommendation of the affected educational program director.

    b. Submission Dates. Requests for PDO should be submitted six months in advance of proposed off-site dates. This requirement is applicable for six-month or one-year off-site requests.

    c. Application. Requests should be submitted using the format provided in Appendix I. Each request should detail the individual's intent while on PDO and should contain convincing evidence of the faculty member's intention to use the time for scholarly activities that enhance his or her professional standing and teaching ability.

d. <u>Forwarding</u>. The affected educational program director, after completing his/her own internal committee review, will forward PDO requests through the Vice President for Academic Affairs (VPAA), Vice President of Student Affairs and Business Operations (VPSABO), to the President, MCU, for approval. Included in the college review process is a recommendation for approval or disapproval, a priority if multiple PDO requests are submitted, and any additional information needed to evaluate the request. The President, MCU, will approve or disapprove the request within one month of the application.

e. <u>Agreement for Obligated Service</u>. Applications for a PDO will include an agreement for additional service and will be in the format provided in Appendix J. The obligation for additional service accrues as a three month obligation for one month PDO (for example, 18 months of service for each six-month PDO or three years of service for a one-year PDO).

f. <u>Deliverables</u>. The University expects a "value added" return as a result of granting scholarly, professional development off-site opportunities. Civilian faculty members who have engaged in PDO will be required to develop and deliver a University-level brownbag presentation in addition to any written articles or publications.

(1) Faculty members intending to develop a full-length manuscript for possible publication will specify a date when the manuscript should be ready for submission to a publisher. In any such undertaking, the affected director and the individual concerned will assess what constitutes a reasonable period of time for manuscript submission.

(2) In the case of a scholarly article, the faculty member should return with a completed article ready for submission to a publisher.

5. <u>Replacement Faculty</u>**.** Educational program directors will be responsible for recommending to the President, MCU, the approval or disapproval of PDO periods requested by their faculty. In the case of approval, the director should be aware that no replacement faculty will be hired during the PDO period.

Chapter Eight
Copyright Protection Policy

1. <u>Purpose</u>. This policy outlines the statutes and regulations regarding faculty copyrights, describes those materials that are works of the government and cannot be copyrighted, and describes the ability of staff, faculty and students to secure copyrights of materials regarding intellectual property that are not works of the government.

2. <u>Background</u>

    a. As noted in Title 17, United States Code, Copyright Act of 1976, Section 102, "Copyright protection subsists, in accordance with this title, in original works of authorship fixed in any tangible medium of expression . . . [to] include . . . literary works."

    b. However, Section 105 of Title 17 limits the broad grant of protection and states that, "Copyright protection under this title is not available for any work of the United States Government." Section 101 defines a "work of the United States Government" as "work prepared by an officer or employee of the United States Government as part of that person's official duties."

3. <u>Works Owned by the Government</u>

    a. Any materials prepared as part of official duties are a work of the government. Materials originally produced as part of official duties cannot simply be "re-packaged" or "re-merchandised." Title 17, Section 105 indicates such works will still be treated as works of the government.

    b. No copyright can exist for such material for purposes of either use of the author or assignment to a publisher. Therefore, neither an author nor the government may receive compensation for the right to reproduce or publish materials classified as works of the government.

    c. The following general criteria may assist when determining if works are prepared as part of official duties:

       (1) Preparation of the work was within the employee's position, job or billet description. This includes a work properly self-assigned by the employee who was in a position to do so.

       (2) Preparation of the work was properly assigned by the employee's supervisor.

4. <u>Works Owned by the Author</u>

    a. Any materials prepared by a government employee not as a part of that person's official duties belong to the author, and the author can receive copyright protection and usually reap any associated revenues for such material.

b. A book or article written on a subject that the author is currently teaching or researching receive copyright protection as long as the book or article is not the product of official duties (assigned or implied). Marine Corps University hires educators for their subject matter expertise, and they may use that expertise for their own benefit, as well as that of the government, in accordance with established guidelines and Standards of Ethical Conduct for Employees of the Executive Branch, 5 C.F.R., Section 2635.807.a.

5. Works Owned by External Authors/Entities. MCU faculty, staff and students will obtain permission to use copyrighted material in printed or digital course-packs, as handouts in class, or to post or link to them within the MCU learning management system. Detailed policy and procedures about the use and proper acquisition of copyrighted materials for educational purposes at MCU are enumerated in University administrative and business operations policies. U.S. copyright law contains many gray areas, and the goal of all MCU copyright policies is to provide MCU administrators, faculty, librarians, students, employees, and others with a standard approach for addressing complex copyright issues and ensuring compliance with applicable copyright laws.

6. Responsibilities. The production of articles and manuscripts is fully supported and encouraged by MCU. Nevertheless, the primary mission of MCU is to develop and guide the future leaders of the military. Potential authors must take all reasonable measures to avoid any circumstances which could detract from this central mission. All MCU staff, faculty, and students must adhere to the guidance in this academic policy and other applicable MCU copyright policies when making copyright determinations for materials included in the curricula or when seeking copyright protection and before submitting articles or materials for copyrighted publication. Questions related to specific copyright determinations will be addressed by the MCCDC legal office.

Chapter Nine
Student Complaint Policy

1. Purpose. The purpose of this chapter is to provide a fair and equitable process for resolving student complaints.

2. Complaints. A complaint is defined as an actual or supposed circumstance that adversely affects the grades, status, or rights of a student. Complaints are broadly defined as informal and formal.

     a. Informal. Before making written complaints, students are encouraged to seek resolution by discussing them informally with the faculty advisor, instructor, or course director who is most associated with the matter. MCU personnel are expected to deal with the matter in an open and professional manner and take reasonable and prompt action to try to resolve it informally. A student who is uncertain about how to seek informal resolution of a concern is encouraged to seek advice from the Director of Student Services.

     b. Formal. If an issue cannot be resolved informally, a student may make a formal complaint. Formal complaints must be submitted in writing on the prescribed form (Appendix K). To ensure fair and consistent treatment and a timely resolution of complaints, the following procedures will apply. If the complaint involves a member of the student's chain of command, then the student may submit the complaint form directly to the Chief of Staff, MCU.

     (1) Complete the Student Complaint/Grievance Application found in Appendix K, which is also available on the MCU website and MCU SharePoint site. The written complaint must be submitted within one month of the occurrence of the action or matter in question. On a case-by-case basis, formal complaints may be accepted beyond the one-month timeframe.

     (2) The completed Student Complaint/Grievance Application will be submitted to the deputy director (Step I in Appendix K). The deputy director must meet with the student within three working days of receipt of the written complaint. **At this point, the educational program director will inform the MCU chief of staff that a formal complaint has been registered**.

     (3) The educational program director will maintain a file of all documentation in relation to the consideration of the complaint and must assure that any staff member named in the complaint receives a copy as soon as possible. These records will be maintained for a period of ten years. Redacted records will be available for review for any accreditation or regulatory purposes.

     (4) The Staff Secretary will record the complaint in the MCU Student Complaint Log.

     (5) If the student is dissatisfied with the resolution proposed by the deputy director, the formal complaint is forwarded to the educational program director within five working days of the conclusion of Step I (Step II in Appendix K). The educational program director must meet with the student within three working days of receipt of the written complaint. If the issue involves the awarding of a grade, the decision of the educational program director will be final.

(6) If the student is dissatisfied with the resolution proposed by the educational program director, the formal complaint is forwarded to the Chief of Staff, MCU (Step III in Appendix K). This action may be taken if the student disagrees with the decision of the educational program director or alleges serious abuse of discretionary authority. If at all possible the chief of staff will address the complaint within ten working days.

(7) As a final recourse, and within five working days of receipt of the resolution proposed by the chief of staff, the complainant may file an appeal with the President, MCU.

(8) The staff secretary will record resolution in the MCU Student Complaint Log.

3. Exceptions. This policy does not apply to:

   a. Student Code of Conduct issues.

   b. Allegations of discrimination based on race, national origin, sex (including sexual harassment), disability, or age. (These types of complaints are covered under the EDCOM Equal Opportunity Policy.)

4. Request Mast and Article 138 (Military). Processes and rights described in these procedures do not replace or supersede the Request Mast Policy, Uniform Code of Military Justice Article 138 (Grievance Against a Commanding Officer), or any procedures provided for action under the UCMJ. This complaint policy does not replace any disciplinary or administrative actions provided for in other DOD directives, or instructions published at the Training and Education Command (TECOM). This policy addresses complaint-handling provisions that meet federal and accreditation requirements. NAVMC DIR 1700.23F (Request Mast Procedures) and MCO 1700.23F (Request Mast) delineate the procedures that will be used by Marines and Sailors to request mast, should they desire to do so. International military students and U.S. sister service students assigned to Marine Corps University will be afforded the same procedures to directly seek assistance from, or communicate grievances to, their commanding officers as established in the references.

Chapter Ten
Student Roles in Institutional Decision-making

1. <u>Purpose</u>.   The purpose of this chapter is to provide MCU guidance regarding the role and participation of students in institutional decision-making within the University.

2. <u>Background</u>. The MCU student body consists of professionals who are empowered to serve and lead within service, joint, and multi-national environments at the tactical, operational, and strategic levels of war. Incorporating student participation in the MCU decision-making process allows the University to leverage the input of those we educate. It is the policy of this headquarters that students play an important role in institutional decision-making within the University, and that they should participate actively in that process. Regardless of the school or college within the University, student participation in institutional decision-making is important to the health of the University. The precise character of the role played by students is for the educational program director to determine, subject to review by the University vice presidents and chief of staff.

3. <u>Student Opportunities</u>. Student opportunities may include but are not limited to:

   a. Class Organization, including student leadership positions interacting with University instructors and staff.

   b. CCRBs as student representatives providing input on academic programs.

   c. Student surveys related to effectiveness of academic programs.

   d. Student focus groups related to various MCU programs.

   e. Student representatives on Award Boards selecting recipients of academic awards.

   f. Additional opportunities as identified by each educational program director.

4. <u>Documentation of Roles</u>. Each educational program within MCU will define, as appropriate, the roles and participation of its students in institutional decision-making and document the participation.

Chapter Eleven
Faculty Council

1. Purpose. This policy establishes operating procedures of the Faculty Council and defines its role as an independent forum responsible for expressing ideas and concerns of academic and governance matters to the President, MCU.

2. Background. A fully engaged faculty is essential for the on-going intellectual development and governance of Marine Corps University. Faculty input in the form of creative ideas and innovative policy recommendations are absolutely critical to the future growth and development of the University. Consequently, the Faculty Council was established in July 2002 in order to give voice to the unique character of the input MCU's civilian scholars and outstanding military professionals bring to the University community, and to take better advantage of the resources that this body collectively provides while serving as a vehicle for faculty input to the President, MCU.

3. Scope. Within the University's predominantly military culture, civilian faculty members offer academic excellence that broadens and deepens the character of the educational experience for students, faculty, and administrators alike. Conversely, military faculty provide a wealth of real-world, relevant operational expertise and leadership experience.

4. Voting Members. The voting membership of the Faculty Council will consist of one representative from each educational program of MCU, and one each from the Center for Advanced Operational Culture Learning (CAOCL), the library and archives branches of the Alfred M. Gray Marine Corps Research Center. Schools and colleges with more than five civilian and five military faculty members (minimum of 10 faculty members) will be represented by one civilian and one military voting representative on the Faculty Council (for a total of two voting representatives).

5. Chair. The Chair of the Faculty Council, chosen by its membership for a two-year term (academic year), will serve on the PPC. One way the Chair presents faculty concerns and recommendations to the President, MCU is through the meetings of the PPC. The Chair of the Faculty Council, or their designated representatives, will be invited to attend MCU Board of Visitors meetings.

6. Meeting Schedule and Scope. Meetings of the Faculty Council will be held at least twice a year, once between January and June, and once between July and December. Meetings should occur prior to the scheduled President's Planning Council (PPC) meetings, in order to develop faculty concerns and recommendations that may warrant presentation to the President, MCU during the PPC. Procedures will be governed by Robert's Rules of Order. Meetings of the Faculty Council will generally be open meetings, with minutes prepared. Minutes from the Faculty Council meetings will be submitted through the VPAA to the President, MCU for consideration at the PPC meeting. Any MCU faculty member can attend and observe the proceedings; however, voting will be in accordance with established Faculty Council By-Laws.

7. <u>By-Laws</u>. By-Laws for the Faculty Council are independently developed and subsequently approved by its voting members and so attested to by signature of the Council Chair. The By-Laws outline the purpose of the Council, its goal, function, and its internal organization and processes, including procedures for amendment.

Chapter Twelve
Professor Emeritus Status

1. <u>Purpose</u>. This policy establishes the position of Professor Emeritus at MCU and identifies the requirements, processes, and benefits of bestowing the title on designated MCU faculty.

2. <u>Background</u>. The conferring of emeritus status is a traditional and widely followed practice in American colleges and universities for recognizing the contributions of faculty members. It signifies that one is honorably retired from the conferring institution, but retains the title last held, e.g., Professor Emeritus of National Security Affairs.

3. <u>Prerequisites</u>**.** The status of Professor Emeritus is conferred based upon established service. The designation will be reserved for the individual who meets the following criteria:

    a. Meritorious service of at least fifteen years with MCU.

       (1) The President, MCU may waive up to three years, based on evidence of exceptional contribution by a faculty member. Scholarly or creative work and recognition in professional organizations will be considered in granting waivers.

       (2) In computing the total combined years of service with MCU, when appropriate, the years served in uniform as an MCU military faculty member may be added to the years served as a civilian faculty member.

    b. A proven educator of established ability with an outstanding record of teaching excellence.

    c. Retirement from full-time teaching at MCU with the rank of Full Professor.

    d. Recognition in professional organizations.

    e. Recognition resulting from scholarly or creative work.

    f. Outstanding record of University service.

4. <u>Nomination Process</u>

    a. Educational program directors will submit a Professor Emeritus Nomination Form (Appendix L), a current vita of the nominee, and any other supporting documents to the VPAA. All documents must be submitted in electronic format.

    b. The VPAA will forward the recommendation to the MCU Board of Visitors (BOV) electronically for review, comment, and recommendation.

    c. The VPAA will consolidate BOV recommendations and forward them to the President, MCU.

    d. The President, MCU, will consider the nomination packet and recommendations of the BOV, and then render a decision.

5. Privileges. The designation of Professor Emeritus provides the following privileges to emeriti faculty:

    a. A certificate attesting to that status.

    b. Access to library services and other faculty research facilities.

    c. A standing invitation to participate in commencement processions and similar ceremonies.

    d. A standing invitation to participate in academic conferences, seminars, or other presentations conducted by the University.

    e. If an educational program director concurs, the option of offering appropriate course or class offerings within the college or school's curriculum.

    f. Listing in the faculty directory, university catalogs, and similar publications.

    g. The right to list the title of Professor Emeritus, and associated affiliation with MCU, on any publication or professional document.

6. Recognition. Upon approval by the President, MCU, the VPAA will notify the nominee and educational program director, and arrange an appropriate recognition ceremony.

Chapter Thirteen
Academic Freedom and Non-Attribution Policy

1. <u>Purpose</u>. The purpose of this chapter is to provide the MCU philosophy and policy on academic freedom and non attribution.

2. <u>Background</u>

    a. Academic freedom is the ability of faculty, students, and staff within the University to pursue knowledge, speak, write, and explore complex, and often controversial, concepts and subjects. Academic freedom is a key tenet at MCU and is fundamental and essential to the health of the academic institution.

    b. Non-attribution is the lack of attributing any statement, comment, or remark to participants (faculty, staff, students, or guest speakers) engaging in academic discourse by name in public media or forums, or knowingly transmitting them to persons who will enter statements into the public arena, unless specifically authorized to do so. Open expression requires trust that those thoughts and opinions are treated as privileged information not to be shared in other forums nor attributed to a specific individual.

    c. The time-honored tradition of free speech carries with it profound individual responsibility as well. In short, academic freedom must be tempered by good judgment so that individuals refrain from making unreasonably offensive or irresponsible statements either verbally or in writing. Examples of statements that are not protected by the University policy on academic freedom include the denigration of any person's race, color, ethnic group, religious beliefs, sexual orientation, or gender. This is not meant to restrict discussions of controversial subjects; however, good judgment and discretion must be a guiding standard. Further, academic integrity requires that anyone who writes for publication must pursue factual accuracy and safeguard classified information. DoD Directive 5230 describes procedures for release of information officially endorsed by an academic institution, as well as those for individuals acting in a private capacity, and not connected with their official duties.

    d. The powerful amalgam of academic freedom, non-attribution, and individual responsibility contributes to the institutional integrity of the University and includes the following principal elements:

        (1) Freedom to teach, conduct research, and publish research findings.

        (2) Freedom to discuss in a classroom any material or ideas relevant to the course, to include controversial, unusual or unpopular topics.

        (3) Freedom to seek changes in academic and institutional policies without fear of reprisal.

        (4) Responsibility to pursue excellence, intellectual honesty, and objectivity in teaching.

        (5) Responsibility to encourage faculty, students, and colleagues to engage in critical thinking, free discussion, publication, and inquiry on relevant subjects.

3. Academic Freedom Policy

a. Authors and researchers as well as educational program directors will ensure material which carries the endorsement of the school satisfies the writing and scholarly standards of the school and meets security requirements.

b. Authors shall ensure appropriate disclaimers accompany all works produced for publication in which the author is identified with MCU or any of its components. An appropriate disclaimer is as follows:

"The views expressed in this article are those of the author and do not necessarily reflect the official policy or position of the Department of Defense, United States government, United States Marine Corps, or Marine Corps University."

c. Personnel who prepare manuscripts for publication on a subject in which they have had access to classified material should submit the manuscript through appropriate channels for security clearance prior to release to any publisher.

d. All educational program directors shall provide an appropriate mechanism through which a proper security review may be conducted. If there is any question on the security aspects of material, it shall be submitted for security review in accordance with DoD Directive 5230.09 (Clearance of DoD Information for Public Release).

e. Military faculty and students are limited in the manner in which they may publicly criticize senior officials. However, as an academic institution, MCU recognizes and encourages full and open discussion and debate of any policies within the classroom and under the umbrella of non-attribution, so long as such criticism and debate is done in a professional manner.

f. Faculty members may not be separated for exhibiting academic freedom and candor in written and oral products, provided the provisions of DoD Directive 5230.09 and DoD Directive 5500.7 (Joint Ethics Regulations) are followed.

4. Non-Attribution Policy

a. MCU encourages faculty, staff, and students to actively engage in free discussion and inquiry expressing their personal views in lectures or in seminar discussion groups without fear of attribution. At the beginning of each academic year or course of instruction, educational program directors are responsible for informing faculty, staff, and students of the MCU policy to maintain an atmosphere of free and open discussion while also adhering to the principles of non-attribution.

b. Guest speaker presentations at MCU will not be recorded by attendees, by any means, without express written permission in advance from the guest speaker and the education program director or authorized representative. Those wishing to request permission should follow the example provided in Appendix M. To facilitate candid expression and learning, the non-attribution policy applies to all MCU programs, sessions, and distributed materials in which guest speakers participate.

Chapter Fourteen
Academic Integrity

1. Purpose. The purpose of this chapter is to define the University's standards for academic integrity in terms of academic honesty, student collaboration, and plagiarism and to identify standard procedures to address cases of non-compliance.

2. Background. Academic integrity is a belief in academic honesty and an intolerance of acts of falsification, misrepresentation or deception. It is the standard at Marine Corps University for it rests upon an expectation that students and faculty will adhere to the core values and ethics embraced by the Marine Corps. Values such as honesty, trust, fairness, respect and responsibility form the basis of academic integrity. Honesty encourages a free exchange of ideas to achieve intellectual enlightenment. Trust fosters a willingness to engage collaboratively in the learning process, which involves sharing ideas in the quest for knowledge. Fairness is the foundation of educational inquiry. Respect allows for civility in public discourse. These values are fundamental elements sustaining the reputation and credibility of this institution's students and faculty, and the value of the education it delivers and the degrees it awards.

3. Components of Academic Integrity

    a. Academic Honesty and Personal Integrity

        (1) Professional and Academic Credentials: Students and faculty must depict their educational credentials and professional backgrounds accurately and non-fraudulently.

        (2) Original Academic Submissions: Each student assignment is expected to be an original effort submitted in response to a specific graded event. Assignments, although original, completed in previous schools, courses, or blocks of instruction may not be simply "recycled" or subdivided and submitted anew as graded events for current requirements. Such behavior is academically dishonest and a hindrance to learning. However, expanding a theme or topic from a previously graded short paper into a more thoroughly researched and comprehensive written requirement (e.g., a paper of 20-30 pages) does not constitute a simple "recycling" of previous work. A student may incorporate the original ideas from the short paper into the 20-30 page paper, for example, as long as those ideas are properly cited using the unpublished paper/working paper citation format defined in the *MCU Communications Style Guide*.

        (3) Archived Academic Submissions: Student learning requires effort. Simply utilizing the solutions devised by students from previous academic years, gleaned from archived schoolhouse files, library databases or the internet, as the solution to a problem, exercise, or assignment for credit in the current academic year is academically dishonest.

    b. Collaboration. Collaboration consists of students working together discussing academic topics, assignments, or readings; proposing possible solutions to assigned problems or scenarios; and/or jointly

producing academic deliverables. Collaboration and discussion between students is essential to learning at MCU and is highly encouraged, but each student is expected to do his/her own work. Unless specified otherwise in the course materials or by the faculty advisor, instructor, or course director, assignments and examinations are individual efforts and must be accomplished without help from anyone, including classmates. Unauthorized collaboration on assignments, events, or examinations will be treated as instances of academic dishonesty and will be referred to a Student Performance Evaluation Board (SPEB) for review. It is the students' responsibility to consult their faculty advisor, instructor, or course director if there is any doubt as to whether collaboration is permitted.

c. Plagiarism

(1) Definition: Plagiarism is defined as the presentation of another's writing or ideas as one's own without appropriate citation or credit. The misuse of another author's writings, even when the exact wording is not lifted from the source, is unethical and academically dishonest. Such misuse includes not only the "limited" borrowing, without attribution, of another writer's distinctive and significant research findings, hypotheses, theories, rhetorical strategies, and interpretations, but also the "extended" borrowing, even with attribution, of another writer's ideas or interpretations to the extent that the student's paper no longer meets the requirement for original thought.

(2) Forms of Plagiarism

a. Plagiarism of Language: Appropriation of either whole papers or sections of exact phrasing or group of phrases copied from another source without quotation marks and/or proper endnote or footnote attribution.

b. Plagiarism of Ideas/Paraphrasing: The presentation of another writer's unique ideas, which derive from previously published works but which are not acknowledged as deriving from those sources. The appropriation of concepts, data, or notes disguised in newly crafted sentences; or reference to a borrowed work in an early endnote or footnote coupled with extensive further use without attribution.

c. Self-plagiarism: The presentation of an article or paper to two different publications, or the submission of the same paper for two different courses. In submitting work for publication in journals, however, it is permissible to use the same data from one article to modify the focus of the paper in a significant manner and submit the newly revised paper for publication in a different journal.

d. Improper use of material extracted from the Internet, other electronic sources, and verbatim passages used in oral presentations without proper acknowledgment.

(3) Student Tools to Prevent Unintentional Plagiarism

a. MCU Leadership Communication Skills Center (LCSC): The LCSC is a ready resource to students for all issues related to written or oral communications. The best defense against possible plagiarism is thorough documentation of the work. The *MCU Communications Style Guide*, available on

the MCU and Gray Research Center (GRC) websites or at the LCSC, contains detailed examples of proper citation for attribution of another author's works or original thought.

b. Non-resident students are directed to the CDET Online Writing Center which provides distance education students resources unique to their requirements within the distance learning environment, to include procedures for preventing plagiarism.

c. Plagiarism Detection Software: Although plagiarism can be intentional, it is often unintentional.   In the process of conducting research for assigned academic papers, students inadvertently take unique ideas or even direct verbiage from sources and internalize them as their own. In such instances, students fail to attribute the ideas and verbiage to the source documents when they draft their papers. In an effort to ensure this does not happen, the University provides students access to plagiarism detection software either through direct student access or through the LCSC. Prior to submitting written assignments to their instructors for grading, students should conduct a "self-check" against unintentional plagiarism through a software scrutiny of the draft assignment. The plagiarism detection software will identify the "probability" of plagiarism within the draft document and alert the students to unintentional plagiarism related to similarities in syntax, phrasing, and verbiage with published works. When the "probability" of plagiarism is detected by the software, students should review their work, appropriately edit the draft, and incorporate the proper citations and attributions prior to submitting the work to their instructors for grading. In addition to student utilization of plagiarism detection software, faculty members may utilize the software to detect instances of plagiarism in submitted student assignments.

d. Preliminary Drafts of Written Assignments: Students should retain copies of preliminary drafts of their written work. These drafts may help refute accusations of plagiarism, should they arise.

4. Penalties for Academic Dishonesty. Marine Corps University will pursue appropriate corrective courses of action for faculty or student cases of academic dishonesty. Such courses of action may include, but are not limited to: disenrollment, suspension, denial or revocation of degrees or diplomas, a grade of "no credit" with a transcript notation of "academic dishonesty", rejection of the work submitted for credit, and a letter of admonishment or other administrative measures. Additionally, student and faculty members of the United States military may be subject to appropriate administrative or disciplinary action under the Uniform Code of Military Justice for instances of academic dishonesty. Civilian or civil servant faculty or students who commit academic dishonesty may be subject to appropriate administrative or disciplinary action in accordance with the laws and regulations concerning federal employees. Non-resident students found intentionally plagiarizing may have a letter sent to their commander informing him/her of the violation.

a. Student Performance Evaluation Boards. Cases of suspected academic dishonesty will be investigated by the director of the appropriate MCU college, school, academy or program. If warranted, the director will convene a Student Performance Evaluation Board (SPEB) to further investigate and

propose resolutions for alleged student academic dishonesty. The policies and procedures associated with an SPEB are explained in Chapter Fifteen.

   b. Faculty and Staff. Faculty and staff allegations of academic dishonesty may be addressed through procedures outlined in the JAGINST 5800.7 Manual of the Judge Advocate General (JAGMAN) and Manual for Courts-Martial United States for military members or through applicable civil service laws and regulations for federal employees.

5. Reporting Alleged Incidents of Academic Dishonesty. Any MCU student, faculty, or staff member who suspects or becomes aware of a violation of the University's academic integrity policy is ethically bound to immediately report his/her suspicions to the FACAD, instructor, or immediate supervisor within the appropriate chain of command. All such reports of suspected violations must then expeditiously be reported to the dean and director of the appropriate University educational program, and in the case of the Staff Noncommissioned Officer academies, the Director of Enlisted PME. The dean or director will inform the Vice President for Academic Affairs (VPAA) of the suspected violation, for situational awareness. The recommended course of action in response to the allegation will be presented by the director to the President of the University via the VPAA, in accordance with procedures outlined in Chapter 15 dealing with the Student Performance Evaluation Board.

6. Acknowledgement of Marine Corps University's Academic Integrity Policy

All students at Marine Corps University are required to read and acknowledge understanding of the Academic Integrity Policy during the first week of classes. A faculty member is also required to sign the document acknowledging that he/she has reviewed the academic integrity policy with the student (Appendix N). The administration office of each educational program will maintain a current file of signed acknowledgement forms for a period of five years. Non-resident students will electronically acknowledge the MCU Academic Integrity Policy within the appropriate learning management system for each course prior to accessing course materials. The CDET staff will submit all student papers through plagiarism detection software.

7. Cancellation of 2009 Plagiarism Staff Regulation. This regulation supersedes previous Marine Corps University regulations pertaining to plagiarism (version 2009, Chapter 2, Section 14).

Chapter Fifteen
Student Performance Evaluation Board

1. <u>Purpose</u>. This chapter outlines policy and procedures to be followed at MCU for the conduct of Student Performance Evaluation Boards (SPEB).

2. <u>Background</u>. SPEBs are administrative in nature, not disciplinary. As such, the purpose of the SPEB is to provide a forum for resolution of a wide variety of student-related issues. These may include, but are not limited to, allegations of violations of academic integrity, extended absences, substandard academic performance, attitudinal problems, and violations of professional ethical standards or integrity issues. As an administrative proceeding, the SPEB serves both an institutional and an individual purpose. At the institutional level, the SPEB provides a review process for substandard performance and recommends appropriate action. At the individual level, the SPEB may assist the student by encouraging improved performance through schoolhouse monitoring of student progress. The ultimate goal of the SPEB is to determine what is best for the school, the student, and the Marine Corps, by recommending appropriate action.

3. <u>Policy</u>

   a. Any MCU faculty or staff member may recommend to the educational program director, through the deputy director, that a SPEB be convened. However, the decision to convene the board rests solely with the director. Due to compressed academic schedules, specific procedures have been established for EPME regarding SPEBs within the SNCO academies and should be noted in the following paragraphs.

   (1) The SPEB will convene within five working days of the educational program director's decision that a board is required, or as soon as practicable.

   (2) Educational program directors will determine the exact composition of the board, and appoint all members in writing. A sample appointment letter is found in Appendix O. The senior member of the board will serve as the board president, except in the case of the SNCO academies where the deputy director of the academy fills that position. Membership should consist of five members, with at least two members selected from an outside schoolhouse or the MCU staff, except for cases associated with the SNCO academies wherein all five board members may be selected from the academy. Academies responsible for teaching multiple EPME courses will have at least two members selected from a course in which the student is not involved. One member will be designated as recorder, while the registrar will be designated as recorder for all officer resident PME SPEBs. Personnel with expertise in the area to be investigated may also be invited to attend as advisors to the SPEB, but will not be allowed to vote. All five board members will have an equal vote. In forming the board, the director will consider the need to represent the diverse nature of the student body and the rank of the student under review.

(3) The educational program or academy director will notify the student, in writing, that a SPEB will convene, and direct him or her to appear before the board. Academy directors will simultaneously notify the EPME director and dean of academics that a SPEB will convene. Non-resident students will be afforded the opportunity to appear before the board at no cost to the government or provide a written statement. A sample notification letter is found in Appendix P. At the same time, the director will provide the student a copy of this academic regulation.

(4) Students may seek legal advice and have legal counsel present as an advisor, but will not be represented by legal counsel during the conduct of the board. (This paragraph does not create a "right" to counsel or a requirement that military legal counsel be detailed to be present at the hearing. A student may retain counsel to be present at their own expense, however.)

(5) Appendix Q contains a preamble used to open the board, describe the general conduct of the proceedings, and advise the student of the range of board options available for recommendation to the director for resolution. The board will stress that the outcome of the board is a recommendation, as the educational program or academy director is the approving official for any action.

(6) Prior to deliberations, the SPEB may request statements, written or in person, from individuals with knowledge of the facts. The student will be afforded the opportunity to make a statement and respond to questions of the board, but will not be present during board deliberations. The board president will determine whether the student may be present during all, or portions of, the fact-gathering phase of the board proceedings. The board president should be sensitive to the fact that, in the case of military students, statements could be used in disciplinary proceedings. All proceedings will be strictly confidential, except for non-resident students whose commander will be notified of adverse SPEB action and may request a copy of the proceeding. However, this confidentiality does not create a legal privilege to be exercised by the student. A simple majority vote is required to adopt a recommendation.

(7) The standard of proof to justify an adverse recommendation by the board is a "preponderance of the evidence" standard. In other words, this is evidence a reasonable person would be willing to accept as sufficient to support the conclusion, and is a greater weight of evidence than supports any different conclusion.

(8) The board will submit a written report of its deliberations to the educational program director for approval and disposition. This report should be submitted within 24 hours (one duty day) of the board adjourning and should follow the format as outlined in Appendix R. Dissenting board members may, at their option, prepare a written minority recommendation to accompany the board report.

(9) Recommendations of the board may include, but are not limited to:

a. Student continues in the course without prejudice

b. Student is asked to resubmit an academic requirement

c. Student is placed on academic probation

d. Student receives formal counseling

e. Student receives non-punitive letter of caution

f. Student receives a certificate of attendance rather than a diploma

g. Student is dropped from the course and dismissed from the University

h. Further action as deemed necessary by the director

(10) The student may submit written matters for consideration by the educational program or academy director, in conjunction with the board recommendations. These matters must be submitted to the director no later than 24 hours (one duty day) after the adjournment of the board.

(11) The educational program director will notify the student verbally, and in writing, of his decision within 72 hours (three duty days) of the board's adjournment. SNCO academy directors will make this notification within 24 hours (one duty day). A sample letter is provided in Appendix S. If an SPEB is convened for a resident student, the Director's Decision Letter will be entered into the student's school record.

(12) After receiving the academy director's decision, a student may appeal to the EPME director within 24 hours (one duty day). The director of the appropriate educational program, or, in the case of the SNCO academies, the EPME director, will notify the MCU President, through the VPAA, within 24 hours of a final decision. The decision of the EPME Director will be final for all appeals regarding SNCO academy students.

(13) Students of OPME programs may submit a letter of appeal to the President, MCU, within five working days of notification of the decision of the director.

(14) All written documentation pertaining to a SPEB, to include a memorandum of the board's proceedings, will be forwarded to the MCU registrar and remain on file indefinitely.

Chapter Sixteen
Outside Employment and Professional Activities for U.S. Government Faculty, Staff, Contractors, and Students

1. Purpose. The purpose of this chapter is to establish policy and institute procedures for MCU faculty, staff, and students who engage in employment, with or without remuneration, outside of their official duties and responsibilities at MCU.

2. Background

   a. DOD DIR 5500.7R (Joint Ethics Regulation) provides a single source for standards of ethical conduct and guidance for federal government employees within the Department of Defense. This policy states that *"A DoD employee, other than a special Government employee, who is required to file a financial disclosure report (SF 450 or SF 278) shall obtain written approval from the agency designee before engaging in a business activity or compensated outside employment with a prohibited source, unless general approval has been given in accordance with paragraph (b) of this section. Approval shall be granted unless a determination is made that the business activity or compensated outside employment is expected to involve conduct prohibited by statute or regulation."*

   b. A *prohibited source* means any person who: "(1) Is seeking official action by the employee's agency; (2) Does business or seeks to do business with the employee's agency; (3) Conducts activities regulated by the employee's agency; (4) Has interests that may be substantially affected by performance or nonperformance of the employee's official duties; or (5) Is an organization a majority of whose members are described in of this section."

3. Policy. Marine Corps University policy is to allow outside employment and professional activities for faculty, staff, and students to the extent permitted by DoD DIR 5500.7R. Employees are encouraged to inform their supervisor regarding any outside employment. Those activities that do not involve a prohibited source do not require approval. Activities which interfere with the performance of military duties must not be undertaken.

Chapter Seventeen
Academic Research Assistant Program

1. Purpose. The purpose of this chapter is to establish policy and institute procedures to support the MCU's Academic Paid Research Assistant Program.

2. Background. The Academic Research Assistant Program is designed to support paid academic research associated with Marine Corps University faculty and staff publications and scholarly works. In general, individual faculty members, working with their educational program deans/directors, will ultimately be responsible for screening, selecting, evaluating, and coordinating all details regarding research assistants and interns. Unpaid volunteers may work with faculty at the discretion of the faculty member and dean/director. Any instances of impropriety, nepotism, or unethical behavior will be dealt with appropriately.

3. Research Assistant Duties and Required Skill Sets

   a. Research assistants and interns will receive supervised, practical experience through their participation in the program. Research assistants and interns will not, however, perform personal services or be given responsibility for tasks that are in the scope of duties identified in any Marine Corps University federal position description. Research assistant services will not be used to displace any Federal employee's position. Research assistants and interns may conduct research to support scholarly products, to include presentation of papers at educational conferences and symposia.

4. Terms of Service

   a. A dedicated desk and/or office for the research assistants/interns will not be provided as they are not expected to physically travel to Marine Corps University to conduct their research. The majority of the research can be conducted on-line and/or at libraries or archives established to support educational research. However, research assistants and interns will be expected to maintain close contact either telephonically or via e-mail with their assigned mentor/professor as well as periodically traveling to the Marine Corps University campus to meet with their mentor/professor to discuss assigned research projects.

   b. Research assistants and interns will be encouraged to coordinate with their schools or colleges to obtain academic credit for their experience at Marine Corps University. Marine Corps University will attempt to comply with academic supervision and/or evaluation requirements their schools require.

5. Candidate Administrative Details. Candidates may request an application package by contacting the Faculty Development Coordinator (VPAA) through the Marine Corps University website (Employment Opportunities) at www.mcu.usmc.mil.

6. Marine Corps University Processes and Responsibilities

   a. The Marine Corps University Faculty Development and Outreach Coordinator:

(1) Coordinate with local colleges and universities to publicize the MCU's Research Assistant Program.

(2) Maintain a database of individuals who are: 1) serving as current research assistants/interns; 2) previously served as research assistants/interns; or 3) have expressed interest in becoming a research assistant/intern. Contact interested applicants and provide application packets.

(3) Provide contact information of prospective research assistants/interns to Marine Corps University academic deans and/or academic center directors.

b. The director gaining research assistants should:

(1) Approve all requests for paid research assistant support for the respective education program or educational support unit.

(2) Review and validate the research assistant solicitation packages and ensure the proposed research projects meet the criteria of scholarly research and have measurable deliverables.

(3) Submit required paperwork to Human Resources and Organizational Management, Quantico (HROM-Q) via the VPSABO Civilian Personnel Office, to include: Cover letter, Research Assistant Application, Notification of Research Assistant Program Award, List of Duties, and the Volunteer Agreement (DD Form 2793). Provide duplicate copies to the VPAA Faculty Development Coordinator for the files.

(4) Comply with all assessment and assignment criteria specified by the research assistant/intern's college and school, if applicable.

(5) Maintain comprehensive records documenting the research assistant/intern's performance and accomplishments and provide copies to the Faculty Development Coordinator in VPAA at the conclusion of the Research Assistant term of service.

Appendix A
Sample Computation of Credit Hours

Course and Lesson Card Titles	Lecture	Seminar	Film	Prac App Exercise	Staff Ride	Exam	Student Prep/PSPT (no credit)	Total Semester Credits
Total Hours on Lesson Card *Warfighting…From the Sea Block One*	**9.25**	**9.25**	**1**	**10**	**5**	**1**	**28.5**	
Total Contact Hours[1] *Warfighting…From the Sea Block One*	**9.25**	**9.25**	**1**	**5**	**2.5**	**1**	**0**	
Total Semester Credits[2] *Warfighting…From the Sea Block One*	**0.61**	**0.61**	**0.06**	**0.33**	**0.16**	**0.06**	**0**	**1.83**
1100 – Marine Corps Operations Point Paper							5	0
1101 – MAGTF Organization and Employment	2	1.25					3.5	0.21
1102 - MAGTF Enablers: C2, the Command Element, and MEF Fires		2				1	4	0.2
1103 - Expeditionary and Amphibious Operations	4.5	1					4.5	0.36
1104 - Logistics in Expeditionary Operations and MAGTF Intelligence	2.75	1					4	0.25
1105 - China Pol-Mil Wargaming Exercise			1	10	5		3	0.56
1106 - China's Emergent Military		4					4.5	0.26

Note 1: One Contact Hour equals 60 minutes for a Lecture, Seminar, Film, or Exam; 120 minutes for Practical Exercises and Staff Rides; 180 minutes for Directed Research Projects (e.g., IRP, MMS).

Note 2: Semester Hour Credits are determined by dividing the number of contact hours by 15; 15 Contact Hours equals 1 Semester Hour.

Appendix B
Curriculum Review Process

Curriculum Review Board

1. Student Learning Outcomes, and

2. Assessment Measures approved

Curricula delivered; assessment data gathered

3. Summary of Results obtained

Course Content Review Board

Assessment data analyzed by school faculty

4. Use of Results completed

Completed MCU Four Column Matrix & Director's Report provided to IRAP; curricula revised accordingly

Assessment of Institutional Academic Outcomes

Annual Assessment Report produced; reviewed by President, MCU

(Biennial)

(Annual)

Marine Corps PME Continuum
(reviewed and validated annually)

Appendix C
PME Continuum Change Template

(Date)

1. Identify the PME Continuum learning outcome that must be added, deleted, or revised.

2. Explain why the PME Continuum learning outcome must be added, deleted, or revised. What is the source of the change requirement?

3. Explain how the proposed PME Continuum addition, deletion, or revision will impact the entire Marine Corps PME Continuum. (Identify the ranks affected by the change and specify the impact at each level across the PME Continuum).

4. Identify the implementation date of the proposed change (in terms of affect on course learning outcomes) among the PME colleges, schools, and academies of MCU.

5. What is the impact on other programs, schools, colleges, and academies?

   - Would the proposal increase or decrease the number of total requirements addressed by the University?

   - Would the proposal affect the PAJE, SACS, or ACE recommendations or accreditation for any of the MCU programs, courses, sub-courses?

   - List the resource implications for the change on the programs, schools, and colleges, if any, which will be impacted by this proposal.

6. Name and contact information of rank advocate submitting the proposal:

   - Name: Dr. John Doe
   - Job Title: Dean of Academics, Command and Staff College
   - Phone: (703) 555-1234
   - Email: john.doe@fakemail.com

Appendix D
Example of Completed MCU Four Column Matrix
(CSC Operational Art, AYXX)

Learning Outcomes	Assessment Measures	Summary of Results	Use of Results
1. Analyze campaigns and the operational art of warfare.	*Learning Outcomes 1 and 2*	*Learning Outcomes 1 and 2*	*Learning Outcome 1*
	Paper 1: One 10 page campaign analysis paper assessed with MCU writing rubric	Paper 1 averaged 88%.	Paper 1 – Add 1 hr review on writing guidelines and thesis development and support prior to 1st writing assignment.
	40% of grade	*Noted weakness in thesis support paragraphs.*	
2. Discuss the linkages among strategy, operations and tactics that inform and shape campaign planning and design.	*Learning Outcomes 1 and 2*	*Learning Outcomes1 and 2*	*Learning Outcomes 1 & 2*
	Paper 2: One 3-5 page essay on Irregular Warfare assessed with MCU writing rubric.	Paper 2 averaged 92%.	Paper 2 – Results indicate accomplishment of learning outcomes. No change required.
	25% of grade		
3. Explain the link between ends and means in strategy, operations and tactics.	*Learning Outcome 3*	*Learning Outcome 3*	*Learning Outcome 3*
	Paper 3: Two page paper graded with MCU writing rubric	Paper 3 averaged 92%.	Paper 3 - Results indicate accomplishment of learning outcomes. No change required.
	10% of grade		
	Learning Outcomes 1-3	*Learning Outcomes 1-3*	*Learning Outcomes 1-3*
	Seminar contribution assessed using the MCU Student Contribution to Seminar Rubric. (3 submissions to IR)	Good participation overall. Class average of 90% but notable lack of participation in Class 5406 Lebanon War and 5402 Falklands War.	Results indicate readings on both classes need to be updated to better prepare and engage students on the topic. Will provide a guest speaker next year to supplement class 5402.
	25% of grade		

Appendix E
Academic Program Assessment Report Format

<div align="right">

(Date)

</div>

From: Director, *(Name of School/Program)*
To: Director, IRAP

Subj: AY XX/XX ASSESSMENT REPORT *(Name of School/College/Academy)*

Encl: (*Complete and submit a completed MCU Four Column Matrix (see Appendix D) for each major sub-course of the college curriculum as an enclosure. Attach copies of CCRB minutes, student critiques and survey results or analyses, as appropriate.*)

1. Discussion/Comments.

(*Discussion/Comments regarding the entire program for the current academic year including impact of changes recommended from prior year's assessment.*)

2. Results.

(*Results found in column three of the Four Column Matrix for the school/college.*)

3. Recommendations/Changes for Next Academic Year.

(*Include all recommendations and changes for the next academic year from column four of the MCU Four Column Matrix. Additionally include what is the basis for the change; for example, rubric scores and survey data suggests a particular paper is invalid.*)

(*Signature)*
(Initials and Last Name)

Appendix F
AES Unit Assessment Report Format

(Date)

From: Vice President/Director, *(Name of Administrative or Educational Support Unit)*
To: Director, IRAP

Subj: AY XX/XX INSTITUTIONAL EFFECTIVENESS ASSESSMENT REPORT AES UNIT *(NAME OF UNIT)*

Encl: (*Complete and submit a MCU Four Column Matrix for each major section within the AES unit as an enclosure (see Appendix G). Attach copies of relevant meeting minutes, survey results or analyses, as appropriate.*)

1. Discussion/Comments.

 (*Discussion/Comments regarding the entire administrative or educational support unit for the current academic year including impact of changes recommended from prior year's assessment.*)

2. Results.

(*Results found in column three of the MCU Four Column Matrix for the administrative or educational support unit.*)

3. Recommendations/Changes for Next Academic Year.

(*Include all recommendations and changes for the next academic year from column four of the MCU Four Column Matrix. Additionally include what is the basis for the change; for example, work order summaries and survey data suggests showers are inadequate.*)

                                                      (*Signature*)
                                                      (Initials and Last Name)

Appendix G
Sample Enclosure for AES Assessment Report

Administrative and Educational Support Outcomes	Assessment Measures	Summary of Results	Use of Results
1. Collect timely, relevant data to support analysis and decision-making.	1a) Conduct MCU annual surveys.	1a) Met and exceeded this measurement by conducting 38 surveys throughout MCU during AY08: * CMDRs' Program – 8 * CSC – 1 * EPME – 6 * MCWAR – 17 * LLI – 3 * MCU – 3	1a) Change the measurement to "Conduct MCU Surveys" for AY09. Conduct a MCU Staff Survey verses a Faculty Survey to ensure a bi-annual collection of data for MCU faculty and staff. Increase survey capability to encompass CSC & SAW course surveys, to move towards becoming the University's sole source of surveys.
	1b) Develop & publish the University Factbook (annually Sept 15th).	1b) The AY08 University Factbook was developed, published, and distributed by Aug 29th.	1b) No change for AY09.
	1c) Support educational program directors with tailored data as needed.	1c) Provided tailored data support to the Cmdrs Program, CSC, EPME, MCWAR, and LLI during AY08.	1c) With the addition of the IE Specialist, increase the level of tailored data support for AY09.

Appendix H
MCU Four Column Matrix Template
(Closing the Assessment Loop for Continuous Systematic Improvement)

Outcomes	Assessment Measures	Summary of Results	Use of Results
"What is expected?" Broad, Overarching Outcomes *Aligned w/Strategic Plan*	"How do we measure the expected?" *Collecting Evidence*	"How well did we do what was expected?" *Convergence of Evidence Triangulation*	"What do we plan to do with our findings?" Academic & AES Units submit annually June 15th, along with the Units Annual Assessment Report.
Academic Units - Approved by the CRB Process	Student Results – exams, essays, rubrics.	Academic & AES Units submit annually June 15th, along with the Units Annual Assessment Report.	This data as part of the MCU Annual IR/IE Report is submitted to the President for approval. If there is a change to Column #1 a mini CRB/AESRB must be held.
Administrative & Education Support (AES) Units - Approved by the AES Review Board	Survey Results (Students, Fleet, Faculty, and Staff) Completion Rate Satisfaction Rate – services	This data feeds into the MCU Annual IR/IE Report which provides the information necessary for the decision making processes.	Change Management Process begins again the next AY.

Appendix I
Sample Application Letter Request for PDO

(Date)

From: *(Professor's name and title)*
To: President, Marine Corps University
Via: Director, *(Name of College or School)*
       Vice President for Academic Affairs
       Vice President of Student Affairs and Business Operations

Subj: REQUEST FOR PROFESSIONAL DEVELOPMENT OFF-SITE

1. In accordance with the references, I am requesting a professional development off-site.

2. Duration and inclusive dates of requested off-site:

3. Research project focus:

4. Research location *(specify if research entails overseas travel)*:

5. Funding Requested *(Government and/or MCUF)*:

6. Describe what you intend to publish as a result of the professional development off-site.

    a. Book Manuscript – (*describe)*

    b. Scholarly article – (*describe)*

    c. Other Deliverable – (*describe)*

                    (*Signature)*
                    (*Initials and Last Name)*

Appendix J
Sample Letter of Agreement for PDO Obligated Service

(Date)

From: *(Professor's name and title)*
To: President, Marine Corps University
Via: Director, *(Name of College or School)*
            Vice President for Academic Affairs
            Vice President of Student Affairs and Business Operations

Subj: PROFESSIONAL DEVELOPMENT OFF-SITE (PDO) AGREEMENT FOR OBLIGATED SERVICE

1. I have requested the opportunity to participate in the Professional Development Off-Site Program, a government-sponsored training program that involves self-directed research and study as set forth in my application letter.

2. In accordance with the cited reference, I AGREE that upon completion of my Professional Development Off-Site Period, I will continue to serve as a member of the Marine Corps University faculty for a period equivalent to three times the length of the PDOP period or *(number)* months from the date of my return from the PDO period. My PDO period will begin on *(date)* and end on *(date)*.

3. The Marine Corps University and/or the Marine Corps University Foundation (MCUF) have/has agreed to fund, or I have requested funding from them, for the following items *(give estimates if exact figures are not available)* in support of my PDO:

    a. Salary (100% of annual for 6-mo PDO; 50% of annual for 12-mo PDO): *($)*

    b. Travel/Transportation: *($)*

    c. Hotel/Billeting: *($)*

    d. Tuition/Conference Fees: *($)*

    e. Incidental Expenses: *($)*

    f. Other/Special Expenses (list): *($)*

4. I understand that as a U.S. Government employee I cannot accept funds from fellowships or other outside sources and that any travel or other expenses funded by other U.S. Government agencies during my PDO must receive prior approval from an authorizing MCU official.

5. If I voluntarily leave the Marine Corps University to enter the service of another federal agency or other organization in any branch of the Government before completing the period of service agreed to in paragraph 2 above, I will give my servicing Human Resources Management Office advance notice during which time a determination will be made regarding reimbursement versus transfer of the remaining service obligation to the gaining agency.

6. If I voluntarily leave the Marine Corps University and the Federal Service before completing the period of service agreed to in paragraph 2 above, I understand that I shall be liable to the United States for repayment of all expenses of the PDO including salary, tuition, related fees, travel and other special expenses the Marine Corps University has funded as part of my PDO. I understand that this amount shall be treated as a debt due the United States.

7. The amount of any reimbursement due the Marine Corps University under paragraphs 5 or 6 above will be reduced on a pro rata basis to reflect the percentage of completion of the obligated service.

8. I understand that any amounts which may be due the Marine Corps University as a result of any failure on my part to meet the terms of this Agreement may be withheld from any monies owed me by the Government, or may be recovered by any other methods approved by law.

9. I acknowledge that this Agreement does not in any way commit the Government to continue my employment.

10. I understand that I will be required to develop and deliver a University-level brownbag presentation about my PDO, in addition to any written articles or publications.

(Signature)
(Initials and Last Name)

(Notary Public)
(Date)
(My Commission Expires effective date)

Appendix K

STUDENT COMPLAINT/GRIEVANCE APPLICATION
MCU/EDCOM FORM 11296 (Rev. 2-13)

Authority:	Marine Corps University/Education Command Academic Regulations.
Principal Purpose:	Formal submission of complaints/grievances for student personnel.
Routine Uses:	To provide a record to facilitate personnel management actions and decisions; to serve as a date source for complaint/problem information and resolution efforts.
Disclosure:	Disclosure is voluntary. Failure to complete the requested items could result in delayed command action and/or an inaccurate/incomplete analysis of the complaint/problem.

STUDENT COMPLAINT PROCEDURES

Specific references, guidance and procedures for filing a student complaint are described in detail in Chapter 9 of the *Academic Regulations*. All students wishing to file a complaint should review its provisions. Additionally, all students may raise complaints under MCU policy utilizing this form, which outlines a three-step process for registering a formal complaint. These three steps ensure that the appropriate personnel will address the individual student complaints in a timely manner, and at the lowest possible level. Nothing in this policy precludes or limits the right to request mast at any time.

NOTE: Students should attempt to resolve their complaint informally by meeting with the faculty advisor, instructor, or course director to attempt to resolve the issue at the lowest possible level of authority.

1a. NAME:	1b. GRADE/RANK/TITLE:	1c. DATE:

1d. SCHOOL/COLLEGE:

1e. SCHOOL YEAR:	1f. CONFERENCE GROUP:

1i. I certify that I met with _____ on _____ to attempt to informally resolve my issue.

_____   _____
FACULTY ADVISOR'S SIGNATURE/DATE   STUDENT SIGNATURE/DATE

STEP I: If the issue cannot be resolved informally, the student has the option to submit a formal, written complaint to the deputy director of the school or college. This form shall be used for the submission of a formal complaint. The deputy director must meet with the student within three working days of receipt of the written complaint. **At this point, the director will inform the MCU chief of staff that a formal complaint has been registered**.

2a. NATURE OF COMPLAINT/PROBLEM: (Give in as much detail as possible the basis of your complaint/problem; describe the incident(s)/behavior(s) and date(s) of the occurrence(s); the names of the individuals involved, witnesses and to whom it may have been previously reported. Include any other information relevant to your complaint/problem. Attach additional sheets and/or supporting documents as needed.)

2b. REQUESTED REMEDY/OUTCOME: (Clearly state what assistance or complaint resolution you are seeking.)

2c. AFFIDAVIT

I, _____ , fully understand the statement made by me and certify that the statement is true. I make this formal complaint without threat of punishment and without coercion, unlawful influence, or unlawful inducement.

_____
STUDENT SIGNATURE /DATE

2d. DEPUTY DIRECTOR: (Provide a detailed explanation of actions taken or attempted to resolve the complaint/problem.)

_____
NAME, SIGNATURE/DATE

STEP II: If the student is dissatisfied with the resolution proposed by the deputy director, the formal complaint is forwarded to the educational program director within five working days of the conclusion of Step I. The director must meet with the student within three working days of receipt of the written complaint. If the issue involves the awarding of a grade, the decision of the director will be final.

3a. Student: (Initial the appropriate choice, sign and date.)

I am _____ satisfied with the resolution of the deputy director / _____ dissatisfied with the resolution and submit my complaint to the director.

_____
(STUDENT SIGNATURE /DATE)

3b. DIRECTOR: (Provide a detailed explanation of actions taken or attempted to resolve the complaint/problem.)

_____
NAME, SIGNATURE/DATE

STEP III: If the student is dissatisfied with the resolution proposed by the director, the formal complaint is forwarded to the Chief of Staff, Marine Corps University. This action may be taken if the student disagrees with the decision of the director or alleges serious abuse of discretionary authority. If at all possible the chief of staff will address the complaint within ten working days.

4a. Student: (initial the appropriate choice, sign and date)

I _____ am satisfied with the resolution of the director / _____ disagree with the decision and wish to submit my complaint to the President, MCU.

_____ I allege serious abuse of discretionary authority.

_____
(STUDENT SIGNATURE /DATE)

4b. CHIEF OF STAFF, MCU ACTION:

_____
SIGNATURE/DATE

4c. Student Acknowledgement

I have been informed and acknowledge the chief of staff's action on my complaint. I understand that this acknowledgement does not necessarily constitute agreement with the action taken.

_____   _____
WITNESS' SIGNATURE/DATE   STUDENT SIGNATURE/DATE

Appendix L
Professor Emeritus Nomination Form

<div align="right">

(Date)

</div>

From: Director, *(Name or College or School)*
To: Vice President for Academic Affairs

Encl: (1) Curriculum Vitae

1. The individual named below is nominated for the title of Professor Emeritus at Marine Corps University:

    a. Name of Nominee: *(Full Name)*

    b. Date Employed by MCU: *(Day, Month, Year)*

    c. Date of Retirement from MCU: *(Day, Month, Year)*

    d. Professorial Status at Retirement: *(Full or Associate Professor)*

    a. Total Years of Service at MCU: *(If a waiver is requested, attach justification)*

2. Statement of Support:

   (Why is this individual unique?   Summarize how nominee meets the criteria as outlined in paragraph 3 of this regulation. Use additional page, if necessary.)

                             (Signature)
                             (Initials and Last Name)

Appendix M
Guest Speaker Release Form

Note: Recorded remarks may be subject to public disclosure regardless of MCU policies. Speakers are not required to allow taping of lectures. Speakers have the option of taping formal remarks while excluding their responses to questions from students.

1. I, the undersigned, hereby grant Marine Corps University the right to photograph, film, audio record, and/or video record my image, voice, and/or performance; to use materials and graphics that I have created; and to freely modify, reproduce, and distribute such materials in whole or in part.

2. I understand that this grant is for educational purposes only and not for profit or commercial use.

3. I understand that this grant includes, but is not limited to, the right for Marine Corps University students to use and possess these materials on distance learning media.

4. I agree to hold MCU, its administration, employees, and agents harmless from any liability, loss, or damage caused by my appearance or statements or by materials furnished by me.

5. Personal information:

    a. Contributor's Name:

    b. Street Address:

    c. City, State, Zip Code:

    d. E-mail:

    e. Type of Contribution/Date:

    f. Title of Contribution:

6. Guest speaker's identified limitations:

Guest Speaker Signature _____

Director Signature _____

Appendix N
Acknowledgement of MCU's Policy on Academic Integrity

I have read and fully understand Marine Corps University's Statement on Academic Integrity.

STUDENT NAME: _____

STUDENT SIGNATURE: _____ DATE: _____

• •

I have reviewed Marine Corps University's Statement on Academic Integrity with the above student.

FACULTY NAME: _____

FACULTY SIGNATURE:_____ DATE: _____

FACULTY POSITION: _____

Appendix O
Sample Student Performance Evaluation Board (SPEB) Appointment Letter

(Date)

From: Director, *(Name of College or School)*
To: Distribution List

Subj: LETTER OF APPOINTMENT

1. A Student Performance Evaluation Board (SPEB) will convene at *(provide time, date, and location of board)*.

2. Board membership and duties are as follows:

(Name & Rank)	Board President
(Name & Rank)	Member
(Name & Rank)	Member
(Name & Rank)	Member
(Name & Rank)	Member/Recorder

3. The purpose of the board is to *(state reason for board convening)*.

4. The board will provide a written report of their findings and recommendations to me not later than one working day of its adjournment.

(Signature)
(Initials and Last Name)

Copy to: VPAA
             VPSABO
              VPDL

Appendix P
Sample Student Performance Evaluation Board (SPEB) Notification Letter

(Date)

From: Director, *(Name of College or School)*
To: *(Student's Name)*

Subj: STUDENT PERFORMANCE EVALUATION BOARD (SPEB) - *(Date)*

1. You are hereby directed to appear before a SPEB on *(provide time, date, and location of the board)*.

2. The purpose of the SPEB is to investigate *(provide reasons why the board is being convened)*.

3. Board members will be: *(list board members and duty, if applicable; refer to appointment letter)*.

4. You will be allowed the opportunity to address the board, present written matters for consideration, or both. You may seek the advice of legal counsel, but as an administrative board, legal counsel may not represent you at the proceedings.

5. You should review the Marine Corps University staff regulation related to Student Performance Evaluation Boards prior to the convening of the SPEB.

(Signature)
(Initials and Last Name)

Copy to: *(as appropriate)*

Appendix Q
Student Performance Evaluation Board (SPEB) Preamble

(Student Name and Rank), you have been referred to a Student Performance Evaluation Board. I am *(Board President's Name and Rank)*, the Board President. Other members of the board are: *(refer to SPEB appointment letter)*.

The Student Performance Evaluation Board is an administrative proceeding. As such, it serves both an institutional and an individual purpose. At the institutional level, it provides a review process for substandard performance, and recommends appropriate action. At the individual level, it may assist you by encouraging improved performance through schoolhouse monitoring of your progress.

The board has a wide range of options it may recommend to the director. These may include but are not limited to:

1. Continue in the course without prejudice

2. Resubmit an academic requirement

3. Academic probation

4. Formal counseling

5. Non-punitive letter of caution

6. Certificate of attendance, in lieu of diploma

7. Dismissal from the University

8. Further action as deemed necessary by the director

9. Commander notification of adverse SPEB action (non-resident only)

The board does not make a final decision; it only makes a recommendation to the director. The director will carefully review the results of the board deliberations before reaching his decision.

The board will review the circumstances that required the convening of this board, ask questions of personnel who may be knowledgeable with the circumstances, and allow you the opportunity to make a statement and answer questions. You may also decline to make a statement or submit matters. Any statement you make will be made a part of the record and may be used to determine appropriate disposition of your case, including disciplinary action.

Do you understand these procedures?

Appendix R
Sample Letter of Student Performance Evaluation Board (SPEB) Findings

(Date)

From: President, Student Performance Evaluation Board
To: Director, *(Name of College or School)*

Subj: STUDENT PERFORMANCE EVALUATION BOARD (SPEB); CASE OF *(Student Name and Rank)*

Ref: (a) MCU Staff Regulation Chapter 2 Section 15 (SPEB)
         (b) *(Name of College or School)* Policy Letter *(number)*

Encl: (1) *(list, as appropriate)*

1. <u>Background</u>. *(Provide a brief synopsis explaining why the SPEB was convened.)*

2. <u>Members of the Board</u>. *(List the board members and organization/billet. Also indicate which members were designated as President and Recorder.)*

3. <u>Conduct</u>. *(Describe the sequence of events of the conduct of the board. These will typically include reading of rights (if appropriate), witnesses called, and other actions of the board.)*

4. <u>Discussion</u>. *(Discuss the relevant facts that required the board to convene.)*

5. <u>Findings</u>. *(Present the findings of the board in a logical, chronological order.)*

6. <u>Recommendations</u>. *(Describe the recommendations(s) of the board.)*

                     (Signature)
                     (Initials and Last Name)

Copy to: VPAA
         VPSABO
          VPDL

Appendix S
Sample Director Student Performance Evaluation Board (SPEB) Decision Letter

(Date)

From: Director, *(Name of College or School)*
To: *(Student Name and Rank)*

Subj: STUDENT PERFORMANCE EVALUATION BOARD (SPEB) - *(Date)*

1. I have carefully reviewed the deliberations and recommendations of the SPEB that was held on *(date)*.

2. *(Provide the decision reached by the Director.)*

3. You are advised of your right to appeal my decision to the President, Marine Corps University. Any appeal must arrive at his office no later than three working days from the date of this memorandum.

(Signature)
(Initials and Last Name)

Copy to: *(as appropriate)*